

BOARD MEETING AGENDA

*Pierce College
College Center Building, Multi-Purpose Room "A"
1601 – 39th Avenue SE, Puyallup, WA 98374
June 23, 2005*

8:15 Continental Breakfast and Overview of Meeting Agenda
(Multi-purpose Room "B" - *no official business will be conducted*)

9:00 **Welcome and Introductions**

- Roberta Greene, HECB Vice Chair
- Steve Wall, Pierce College District President and Chancellor

Consent Items

Approval of the April 5, 2005, Meeting Minutes

1

Cost Study Procedures

2

Resolution 05-07 – In compliance with HB 3103, which directed the HECB and institutions to review existing cost study criteria and procedures for determining costs, staff request board approval of proposed methodology for institutions to use in reporting instructional costs.

The report was first presented to the board in Dec. 2004 as an informational item.

9:15 Report of the Executive Director

Status Report on Previously Approved Degree Programs

3

Public baccalaureate institutions seeking approval to offer existing degree programs at new sites or via distance education must submit a Notification of Intent (NOI) to the HECB at least 45 days before the proposed start date of the program. HECB staff and public four-year colleges and universities have 30 days to review the proposed program extension. If there is consensus, the HECB Executive Director approves the proposal.

The following program extensions have been approved since July 2004:

EWU, Master of Social Work at Everett

EWU, Bachelor of Arts in Social Work at Spokane

EWU, Bachelor of Arts in Business Administration - General Management at Bellevue

Information and Discussion Items

9:30 **2004 Strategic Master Plan Policy Goal 8: Helping Students Make the Transition to College** **4**

New Minimum Admission Standards

Washington State statutes require the HECB to establish minimum admission standards for freshman enrollment in Washington's public colleges and universities. The board will consider a proposal to revise existing minimum admission standards as one element of a multi-pronged strategy to improve college readiness among prospective freshmen. In December, the board approved draft language to initiate revision of the Washington Administrative Code, which included five public hearings around the state.

During the June meeting, Dr. Sulton will present the proposed revisions, summarizing input gathered through public hearings, including comments/correspondence via telephone, fax, e-mail and regular mail received through May 20, the published last day for public comment on the proposal.

Public comment will be entertained *only on the recommended changes to the original proposal*, as outlined on pages 9-11, Tab 4. The board will act on the proposed minimum admission standards at its July 28th meeting in Yakima.

10:45 **2004 Strategic Master Plan Policy Goal 6: Meeting Regional Higher Education Needs** **5**

Overview of Regional Planning Efforts

Joann Wiszmann, deputy director, will overview three efforts currently underway to address regional higher education needs. Board staff is currently compiling an inventory of higher education programs and facilities; examining student, employer and community demand for programs and facilities; and revising the process by which the board approves new programs and facilities.

Revised Academic Planning – Program and Facility Approval Policy and Procedures

Holly Zanville, senior administrator /chief academic officer, and Randy Spaulding, associate director for program assessment and approval, will present proposed revisions to the HECB academic degree program approval and review policies and procedures. The revised planning guidelines integrate previously separate approval policies for new degree programs and purchases or leases of major facilities. The policies link approval of new programs and facilities to comprehensive assessment of regional needs. The proposed guidelines reflect the board's outlook of off-campus program growth where sufficient need is demonstrated: from teaching sites, to learning centers, and under certain circumstances, into new colleges or universities.

The board will take action on the proposed policies during its July meeting in Yakima.

11:15 **Legislative and Budget Review** **6**

Bruce Botka, HECB director of intergovernmental relations, will summarize higher education related bills that were passed this session. Also, he will review the entire session for the board.

Gary Benson, HECB director of fiscal policy, will discuss the 2005-07 higher education operational budget recently signed by Gov. Christine Gregoire and its implications for HECB programs and responsibilities, particularly relative to the statewide strategic master plan and HB 3103.

Jim Reed, associate director for fiscal policy, will review the 2005-2007 higher education capital budget and discuss provisions concerning the prioritization of four-year capital projects. He will also outline a study project for Snohomish, Skagit, and Island Counties.

12:00 Adjournment

Board lunch

(Multi-purpose Room “B” - *no official business will be conducted*)

HECB 2005 Meeting Calendar

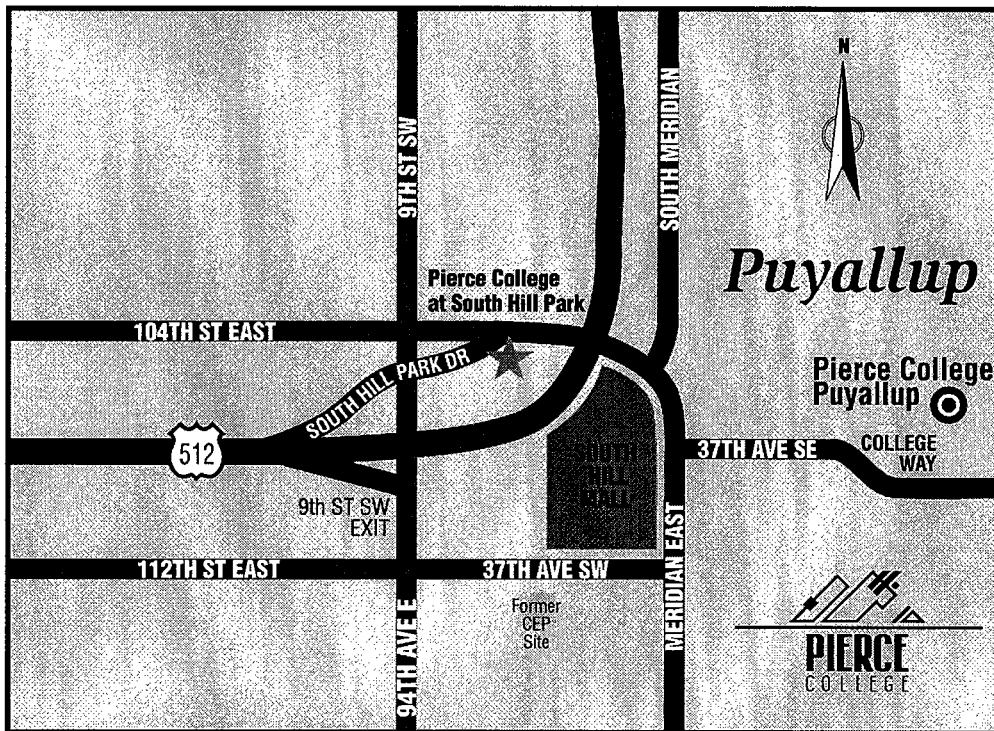
DATE	LOCATION
July 28, Thurs	Yakima Valley Comm. College , Deccio Higher Education Center, Parker Room 16 th Avenue & Nob Hill Blvd, Yakima 98907
September 22, Thurs <i>HECB Advisory Council</i>	St. Martin’s College , Worthington Conference Center 5300 Pacific Avenue SE, Lacey 98503 New location
October 27, Thurs	Central Washington University , Barge 412 400 E University Way, Ellensburg 98926
December 13, Tue <i>HECB Advisory Council</i>	University of Washington, Tacoma 1900 Commerce, Tacoma 98402

Public Comment: A sign-in sheet is provided for public comment on any of the items presented above.

Meeting Accommodation: Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

Directions to Pierce College Puyallup

1601 39th Avenue Southeast, Puyallup, WA USA 98374



Coming from the north on I-5:

Follow I-5 south past Tacoma and take the Puyallup exit to Hwy 512.

Continue east on 512 to the Eatonville exit.

As you exit, continue to the right, after the first light merge to the far left for turning left at the third light, which is 37th Ave.

Go east on 37th Ave, which becomes 39th Ave., for approx. one mile.

You will see the college sign on your left at the entrance to the driveway.

Coming from the south on I-5:

Follow I-5 north and take the Puyallup exit (127) to Hwy 512.

Continue east on 512 to the Eatonville exit.

As you exit, continue to the right, after the first light merge to the far left for turning left at the third light, which is 37th Ave.

Go east on 37th Ave, which becomes 39th Ave., for approx. one mile.

You will see the college sign on your left at the entrance to the driveway.

Coming from Auburn, Kent, Eastern Washington:

Take Hwy 167 south to Hwy 512, Olympia-Tacoma exit.

Continue on 512 appx. 5 miles to Hwy 161 south, Eatonville exit.

As you exit, turn left over 512, after the first light, merge to the far left for turning left at the third light, which is 37th Ave.

Go east on 37th Ave, which becomes 39th Ave., for approx. one mile.

You will see the college sign on your left at the entrance to the driveway.

Puyallup Campus Map

1601 39th Ave SE, Puyallup, WA 98374

Welcome to Pierce College Puyallup. The Campus Map will help you locate classrooms and other areas of the college. If you have questions or need assistance, please ask.

In Case Of Fire Or Medical Emergency Call:

9-911 When using college telephones.

911 When using pay telephones located on campus.



College Center Building

Brouillet Library/Science Building

West Parking Lot

East Parking Lot

Puyallup 911 Com. Center






Maintenance Shop

Faculty Office Building

Gaspard Building

Employee Parking

Visitor

-  Smoking Shelter. No smoking within 30 feet of any entrance to any building.
-  General Parking
-  State Disabled Parking
-  Carpool Parking
-  Emergency Telephones (Contact with campus safety)

39th Ave. S.E.

06-08-04-1KM
Updated 5-17-05

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

June 2005

Minutes of April 5 Meeting

HECB Members Present

Mr. Bob Craves, chair
Ms. Roberta Greene, vice chair
Mr. Gene Colin, secretary
Mr. Jesus Hernandez
Mr. Anthony Rose
Sen. Betti Sheldon
Mr. Herb Simon
Mr. Sam Smith

Board introductions

Roberta Greene, vice chair, opened the meeting and served as chair until Chairman Bob Craves' arrival. Bill Grinstein and Mike Worthy were both out-of-state and excused from the meeting.

Board action on consent agenda items

ACTION: Gene Colin moved to approve the minutes of the March 4 board meeting.
Herb Simon seconded the motion, which was passed unanimously.

ACTION: Gene Colin made a motion, seconded by **Jesus Hernandez**, to approve the new institutional accountability framework presented to the board in March (**Res. 05-04**). The motion was unanimously passed with one abstention from **Betti Sheldon**.

ACTION: A motion was made by **Gene Colin** and seconded by **Sam Smith** to approve a new Bachelor of Arts in Biological Psychology at Western Washington University (**Res. 05-05**). The motion was unanimously approved.

GEAR UP2 grant

The HECB is partnering with the Office of the Governor, the University of Washington, and the Washington Education Foundation to apply to the U.S. Department of Education for a six-year GEAR UP federal grant that would continue the state's work to encourage at-risk students to attend college. Students in GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) receive a range of supportive services, including mentoring, tutoring during middle and high school, and scholarships. Staff are requesting board approval to assume responsibility for administrative and fiscal oversight related to the grant.

Because of the partnership between the state GEAR UP Project and the Washington Education Foundation, Smith, who sits on the board of the Washington Education Foundation, recused himself from the discussion. (Craves is president and CEO of the Foundation, but was not present at this portion of the meeting.)

GEAR UP has hosted several "Summer Institutes" at the University of Washington, allowing nearly 4,000 students to experience life on a college campus. Hernandez asked if students in eastern Washington have the same opportunity to participate in the GEAR UP program.

Jane Sherman, WSU vice provost, clarified that in addition to the state-run program, some institutions in the area (WSU and CWU for instance) have their own GEAR UP programs for at-risk students in that part of the state.

ACTION: Herb Simon made a motion, seconded by Jesus Hernandez, to adopt staff recommendations on the GEAR UP2 grant (**Res. 05-06**). The motion passed with one abstention (Sam Smith).

Executive Director's Report

Jim Sulton, executive director, introduced Pat Callan, president of the National Center for Public Policy and Higher Education.

Measuring Up 2004 - Washington State report card

Callan gave a brief overview of the national report, and then compared Washington's performance with other states based on several categories:

Preparation	B-	Relatively good compared to other states.
Participation	C	Weak; gap between low- and high-income students continues to widen.
Affordability	F	Poor; colleges are becoming less affordable.
Completion	A-	Good, but success is due in part to the practice of rationing admission to those students who are most likely to succeed.
Benefits	A-	Good; however, Washington relies heavily on the importation of educated workers. There is concern about Washington residents

not having access to sufficient education that would qualify them for higher wage jobs.

(Greene welcomed Chairman Craves to the meeting, and then called for questions.)

Craves asked how completion was tracked for transfer students going from two-year to four-year colleges. Callan said national data systems collect this data from two- and four-year, public and private institutions. There are some issues in Washington related to how Running Start data is sometimes reported by community colleges. Although tracking students is difficult because of privacy concerns, Callan said Washington has better data than the country as a whole.

Craves asked Callan if he had any ideas for improving affordability. Craves discussed the lack of public support for I-884 and asked whether other states were involved with strategies that might work in Washington.” Callan responded to what he views as a three-part problem that must be addressed simultaneously: (1) questioning what government should pay, (2) looking at what colleges and universities should contribute by increasing effectiveness and efficiency, and (3) what is fair to ask students to pay. Callan also spoke about Washington’s success with financial aid programs.

Hernandez commented that other countries have had double-digit gains in participation, while the U.S. remains stagnant, according to *Measuring Up 2004*. He asked if there is anything relevant that could be learned from other countries. Callan said the economic imperative plays a key role and other governments are under pressure; a connection that has not been made in the United States. He said that we need to do a better job of educating more people. Part of the issue is our definition of the problem.

Smith asked about the trend of affordability and tuition increases. Callan said he has observed trends of political backlash (i.e. raising tuition during times of recession). This dilemma occurs when tuition is increased to the point where it places an *unreasonable* burden on the middle class. Protests by those who are most affected lead to cutbacks and freezes when the economic cycle improves -- at a time when people could better afford tuition increases. Callan said the problem is the lack of a consistent funding policy. Callan also said he is a skeptic of the “high tuition, high aid” model.

Sulton said Washington State is still being criticized for having a disintegrated higher education policy, where tuition policy is separate from financial aid policy. Sulton said the board’s strategic master plan attempted to make the same point, however, the fact remains that the HECB is a coordinating body, rather than a governing board. “What should we do?” Sulton asked. Callan acknowledged pressure for higher education boards to respond to institutional needs. Tuition increases, financial aid increases, and subsidies for the middle class need to be balanced. Callan said that Washington has incrementally pushed in the right direction. Still, the country and the states do not know how they will pay for higher education needs.

In summary, Callan observed that Washington State has made little progress in increasing student participation, and that education has become even less affordable. He said the state also lacks a coherent tuition policy. Policy leaders must devise a system of financing higher education that allocates responsibilities among the state, colleges and universities, and families.

State funding, college efficiency/accountability and tuition policies must balance if we are to create a viable higher education funding system in the state.

BCTI closure

Sulton concluded his report to the board by discussing the recent closure of the Business Career Training Institute (BCTI). BCTI currently owes the state a repayment of State Need Grant funds in excess of \$50,000 that were paid for ineligible students attending the school. BCTI has admitted to falsifying enrollment tests to admit students who were not “qualified” to enroll. HECB staff have consulted the office of the State Attorney General, and are exploring whether it would be cost effective to pursue recovery of the funds.

2005-07 operating and capital budgets

Gary Benson, director of fiscal policy, compared the governor’s and the Senate operating budget proposals with the recommendations made by the board at its December meeting. Jim Reed, associate director of fiscal policy, provided similar comparisons to the proposed capital budget recommendations. The House budget had not been released. Summary totals are shown below. (Figures are in millions of dollars.)

	<u>HECB</u>	<u>Governor Gregoire</u>	<u>Senate</u>
Total Enhancements	\$400.0	\$178.1	\$221.0
Total Proposed Budget	\$3,262.2	\$3,026.0	\$3,051.0

	<u>HECB</u>	<u>Governor Gregoire</u>	<u>Senate</u>
Total Capital	\$1,036.9	\$925.5	\$927.7

Promise Scholarship

Gov. Gregoire proposed raising the maximum annual Promise Scholarship to \$1,200 per student. The Senate Higher Education Committee recommended that the program be terminated. The Senate budget proposal recommended that second-year awards be provided to 2004 high school graduates, but that no new awards would be made, starting with the class of 2005. The Senate proposal maintained that terminating the Promise Scholarship would provide \$108 million to expand the State Need Grant, providing more financial aid to low-income families.

Craves asked how the members of the board felt about the possible termination of the Promise Scholarship.

Sulton said the historical concern has been that the Promise Scholarship has never been fully funded. Herb Simon agreed that the program had not provided sufficient “promise,” and as a result, was sometimes questioned in the Legislature. Recognizing that the program, however limited, was established to help individual students, Smith suggested that the board recommend continuation of the Promise Scholarship.

Craves said he supports the idea of rewarding the top 15 percent of each graduating class, and said he would prefer that the program be expanded into a four-year scholarship with a lot more funding. He said the program provides an incentive for students to work harder in high school in order to qualify for the scholarship, and that the existing infrastructure could be expanded.

Anthony Rose agreed that the program is needed, and that it would be unfortunate to take that away from students.

Sheldon said that because middle-income families do not qualify for need-based grants or many scholarships, the Promise Scholarship is worth another look because it is open to all students, including middle-income students.

Simon asked if it will give it more “bang for the buck” if the funding is used to expand the State Need Grant program rather than Promise Scholarship. Sulton explained that expansion of the State Need Grant would serve the neediest students with lower income.

Greene commented that if the Promise Scholarship were terminated, Washington would become a state that provides nothing exceptional for its middle-income students. She agreed with Sheldon that as a state, we need to keep middle-income families in mind. Greene also stressed the importance of Callan’s presentation on affordability, and said the state should work on affordability issues, rather than eliminate the Promise Scholarship program.

Statewide advising system

Neither the governor’s budget nor the Senate proposal included the HECB’s recommendations for a statewide transfer advising system (\$1.6 million) and student-level data system (\$500,000), which is part of the strategic master plan.

Craves asked if the Legislature understood the program and how it could help students. Sulton replied that at every opportunity, staff have advocated and explained the transfer data system to the legislative higher education committees. He said that board and staff will continue to seek support from the governor and the Legislature for the proposal.

In addition, the board agreed with Sheldon’s suggestion that staff and board members schedule meetings with legislators while the Legislature is *not* in session, in order to allow more time and opportunity for more thorough briefings on board initiatives.

Legislative update

Bruce Botka, director of governmental relations and communications, briefed the board on the status of several bills progressing through the legislative process.

Future branch campus developments

Governor Gregoire endorsed HECB recommendation that WSU Vancouver and UW Tacoma become four-year universities, beginning in 2006 and 2007, respectively. The Senate basically agreed, with additional clarification. Transition to four-year status was not specifically addressed for UW Bothell, but is implied in HB 1794’s endorsement of lower-division courses and freshman/sophomore admissions. In the case of WSU Tri-Cities, freshmen and sophomores may

be admitted **only** for a biotechnology degree program, subject to HECB approval. Both UWB and WSU-TC would have approval to offer limited lower division courses linked to specific majors in fields not addressed at local community colleges.

Sheldon asked if transfer students would have the same opportunities as students who begin as freshmen or sophomores at WSUV. Botka replied that under legislative direction, transfer students would retain highest priority. In addition, WSUV maintains a very close relationship with both Clark College and Lower Columbia College.

Hernandez asked who would determine the funding level for the branch campuses – whether they would be funded at the research university level or at the comprehensive level. Botka said it would be a legislative decision with the governor's input.

Confirmation of HECB members

The Senate Higher Education Committee confirmed the appointments of Betti Sheldon, Herb Simon and Mike Worthy. Confirmations are pending for Bill Grinstein, Jesus Hernandez and Sam Smith. The board's student member, Anthony Rose, was not confirmed. His term will expire on June 30.

Craves asked about the status of legislation to extend the term of the student member position. Botka said the Senate Higher Education Committee did not take action on the bill. Currently, legislation specifies student board members will serve for one-year terms.

Foster Care Endowed Scholarship

Botka said the Foster Care Endowed Scholarship, as addressed in HB 1050, will be supported through returned unspent funds, rather than through appropriations.

Craves asked how much funding would be awarded for the foster youth. Director of Student Financial Assistance Becki Collins replied that annual funding for the grant could be as much as \$1.2 million. In addition, Collins said that many foster care youth are also eligible for the State Need Grant. The scholarship would provide funding for foster care youth who were not awarded State Need Grant.

Craves discussed the dilemma of foster youth who must work to support themselves, and are then considered independent and ineligible for financial aid because of their income. Collins explained that there is an income protection allowance for independent students within federal needs guidelines.

Affirmative action in college admissions

Greene asked about the status of legislation to allow consideration of race, ethnicity and national origin in student admission policies. Botka said the bill, which was endorsed by the Senate Higher Education Committee, does not appear to be advancing.

Applied baccalaureate degrees at community and technical colleges

Under pending legislation, three or four colleges selected by the State Board for Community and Technical Colleges would be selected to run pilot projects offering applied baccalaureate degrees, subject to HECB academic program approval.

Smith pointed out that these developments would raise issues with regional accreditation, because two-year institutions that propose to offer baccalaureate degrees must also seek approval by the Northwest Commission on Colleges and Universities. Botka said there has already been quite a bit of discussion about program accreditation needs.

Craves asked whether the proposal would mean that someone in one of those programs would potentially be able to obtain a baccalaureate degree from Bellevue Community College. Botka said there is an agreement between Eastern Washington University and Bellevue Community College to establish an administrative center that may lead to this.

Sulton called for careful study and review of the plan, as such a change could have implications on the role and mission of community and technical colleges as they relate to academic planning. Staff are currently revising HECB guidelines for new academic degree program approval and existing program review. The HECB would be required to approve the applied baccalaureate proposal, as is currently the case with the state's public four-year institutions.

Hernandez asked if the board will study these issues and make recommendations. Sulton said the board would consider the issue, particularly given the potential effect on role and mission.

Sheldon voiced concern regarding the overall direction for the state's higher education system – for example, what the system looks like, what is occurring statewide, and what the board's role should be. Sulton offered to expand on a handout regarding the “size and shape” of higher education that was presented at the board's September 2004 meeting, with a focus on the historical genesis of colleges. (The September handout showed congestion in western Washington and sparse student access in eastern Washington.) Sulton said that a combination of four-year public institutions and university centers, two-year colleges, independent colleges and universities, and for-profit institutions can appear to be haphazard, but is essentially a product of evolution. Sulton said this issue is addressed in the strategic master plan, and that, “We can't evolve forward. As we move from here, we must move conscientiously.”

Enrollment Planning

Gary Benson gave a PowerPoint presentation on the issue of enrollment planning and funding. The 2005 Legislature required the HECB to examine various enrollment alternatives, develop a simulation model, and prepare a report on the findings. More specifically, the HECB was directed to look at adjustments in enrollment levels for the next three biennia, and to consider alternatives in per-student financing.

In addition, The HECB is to explore two options: (1) increase financial aid so that students can graduate with less debt, and (2) replace state funding with a voucher system. Benson presented several key findings:

- In higher education participation, Washington ranks 22nd among all states, above the median in public and private enrollments.
- When considering only four-year institutions, Washington ranks 49th in the nation.
- Washington ranks low in graduate-level participation.

Craves asked how the state could rank 49th in overall participation if Washington is 35th in private participation and 47th in public participation. Benson said that a lot of states rank low in participation at the public institutions, but rank very high in participation at the private institutions. He said that a combination of two relatively low scores in Washington is the reason for a lower total average.

- Bringing Washington up to the 50th percentile in public undergraduate enrollment nationwide would require a 40 percent growth in enrollment.
- Bringing the state up to the 70th percentile would require an 85 percent growth in enrollment.
- Maintaining current trends would require an enrollment growth of 17,000 students between now and 2009-11.
- Growing the state's four-year system to the 50th percentile would require a total of 61,000 new enrollments, and increasing enrollment to the 75th percentile would require another 90,000 students in the four-year system.
- Over the next six years, about 60 percent of the projected growth in the total number of FTE students will be in the Puget Sound region, and 10 percent will originate from southwest Washington.

Hernandez asked Benson to elaborate on the growth percentages presented on the map, and how that growth was derived. Benson said the population growth estimates were derived from the age cohorts that are most likely to pursue higher education. Because current participation is the only indicator being tracked, the presentation examines what the state will look like if the present trend is maintained.

To maintain current participation rates, state funding would have to increase by \$437 million between now and the 2009-11 biennia. Greene asked how this information aligns with Callan's presentation. Callan had said that his study did not make policy recommendations designating the percentages that would be needed from institutions, families, and the state. Benson said that legislative direction implied that we increase state funding levels but do it based on students' contributions.

Greene said this approach is the opposite of where the state should be going. "We are putting a burden on families. As a taxpayer, I would think that the state would be looking to balance or stabilize the percentages, and adhere to that." Benson said that for a long time, the state did have a policy that tuition would be equal to 33 percent of the cost of instruction at the research universities.

Smith mentioned that the current legislative budget is leading toward increasing tuition and reducing financial aid. Sheldon explained that higher education does not have an allotment in the state budget, and that when things get tough, that piece of the pie gets smaller and smaller.

Benson presented slides that showed various tuition increases. One alternative from the model increased tuition by 30 percent, and a second alternative increased tuition by 100 percent to provide funding that could support increased enrollments.

Greene said the numbers in the simulation model create a dangerous conversation.

Hernandez asked for clarification on the model's objective. Benson said the objective is to start to get a feel for higher education parameters, what is the reality of the current system, where should we be going, and what are the tools to get there? Sulton commented that the project is a response to a specific charge from the Legislature.

Board members questioned the purpose and value of the report in relation to their responsibility as a policy-making body. Benson said that the board's opportunity to provide input to the Legislature would not come directly from this report, but from future budget recommendations.

Board members agreed on the need to relay their views to the Legislature, and suggested that the report's cover memo reflect the board's view and philosophy regarding the conclusions.

The meeting was adjourned at 2:30 p.m.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 05-04

WHEREAS, In its *2004 Strategic Master Plan for Higher Education* (Section 11), the Higher Education Coordinating Board states its intent to “develop and implement a higher education model that measures progress toward state goals;” and

WHEREAS, RCW 28B.276.070(1) directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals in higher education;” and

WHEREAS, The board has reviewed the proposed framework or “system,” including plans for a new context section, common and institution-specific measures, and timeline tied to the budget cycle; and

WHEREAS, The board recognizes that targets will be presented for its review in November 2005 and that staff will begin exploring the possibility of new peer lists;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the new statewide accountability framework.

Adopted:

April 5, 2005

Attest:

Bob Craves, Chair

Gene Colin, Secretary



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 05-05

WHEREAS, Western Washington University proposes to establish a Bachelor of Arts (BA) in Biological Psychology; and

WHEREAS, Few options are available within the state for students who wish to study Biological Psychology at the baccalaureate level; and

WHEREAS, The program represents an effective collaboration among departments, building on existing expertise, and course offerings to respond to a clearly stated student, employer, and community need; and

WHEREAS, The external reviews attest to the quality of the program and faculty and to the demand for this program; and

WHEREAS, The assessment and diversity initiatives are appropriate for the program; and

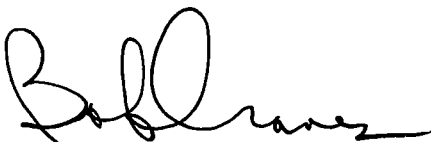
WHEREAS, The program would offer students the opportunity to engage in an emerging interdisciplinary field of study;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Western Washington University proposal to establish a Bachelor of Arts (BA) in Biological Psychology.


Adopted:

April 5, 2005

Attest:



Bob Craves, Chair



Gene Colin, Secretary





STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • PO Box 43430 • Olympia, WA 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • www.hecb.wa.gov

RESOLUTION NO. 05-06

WHEREAS, The Office of the Governor, the Higher Education Coordinating Board, the University of Washington, and the Washington Education Foundation are forming a partnership to apply to the U.S. Department of Education for a six-year Washington State GEAR UP grant, for the purpose of improving college participation and completion rates among at-risk youth; and

WHEREAS, The role of the Higher Education Coordinating Board will be to (1) deliver direct services through contractors to at-risk students in multiple locations throughout the state; (2) reserve funds for, and administer, a scholarship program for students participating in these same programs; (3) assume administrative responsibility for the oversight of the activities of all elements of the grant; and (4) act as the state's fiscal agent for purposes of the grant;

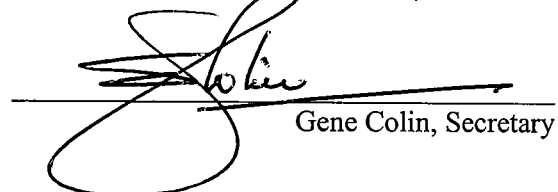
THEREFORE, BE IT RESOLVED, That pending receipt of the grant, the board authorizes the staff of the Higher Education Coordinating Board to carry out these responsibilities in accordance with the laws, rules, and guidelines established by both Washington state and the federal government.

Adopted:

April 5, 2005

Attest:


Roberta Greene, Vice Chair


Gene Colin, Secretary





June 2005

Recommended Methodology and Timing of Higher Education Cost of Instruction Studies

State law requires that the Legislature be provided with standardized data on education-related expenditures by the state's universities and colleges. Under RCW 28B.76.310, the Higher Education Coordinating Board (HECB) – in consultation with the higher education policy and fiscal committees of the Legislature, the Office of Financial Management (OFM), the State Board for Community and Technical Colleges (SBCTC), and the public baccalaureate institutions – is required to develop standardized methods and protocols for measuring undergraduate and graduate educational costs. Four specific items are mentioned in this section: (1) costs of instruction, (2) costs to provide degrees in specific fields, (3) costs for pre-college remediation, and (4) state support for students.

At its December 2004 meeting, board members were advised of ongoing discussions with higher education budget and institutional research staff, as well as legislative and OFM staff, regarding the process of developing the methodology and a regular schedule for the required reports. Staff recommendations based on those discussions are summarized below.

I. Education Cost Study (or Costs of Instruction)

Board staff have met with institutional, legislative, and executive branch staff to design the process and procedures to conduct the 2005-06 Education Cost Study (for fiscal year 2006). The major purpose of cost studies before 1997-98 was to re-establish, on a current basis, appropriate cost factors and apply them to budgeted expenditures to determine the cost bases for establishing tuition and fee rates. Although tuition and fee rates are not currently established on a cost basis, the data from the cost study are used in considering tuition and fee options, costs of new enrollment, costing of degrees, pre-college remediation, and other related purposes.

The main purpose of the education cost study is to determine per-student cost amounts by discipline and educational level for each type of institution. These cost relationships are developed by applying explicit and detailed definitions and procedures. These include determining the distribution of faculty effort between undergraduate and graduate instruction, research, and public service activities; and the allocation of institutional overhead (support programs) costs to instruction, as well as to the other functions of the institution.

The goal is to best approximate actual instructional expenditures by discipline and level. Financial records maintained by the institutions do not track expenditures in this manner. The key task is to allocate expenditures for instruction by discipline and educational level. The allocation methodology can vary by campus depending on program offerings and actual budgeting practices. It is expected that even if the underlying methodology varies by campus, the results will still be comparable among the campuses. This is because each campus will be putting forth their best estimates of actual expenditures by discipline and educational level, using the methodology they deem most appropriate to obtain this result.

The research universities, because of their extensive and unique graduate-level programs, may need to survey their faculty in order to allocate faculty time. Other universities and colleges may be able to allocate expenditures based on faculty teaching loads or on student credit hours.

For the upcoming 2005-06 Education Cost Study, faculty effort for the research universities will be distributed to the major program areas, i.e. instruction, research, and public service, as well as instructional level through the use of a faculty activity analysis (FAA). Data for the FAA will be collected each academic period of the 2005-06 academic year. Both the University of Washington and Washington State University staff concur that the greater effort spent on graduate-level studies (both master's and doctoral level) at the research universities necessitates the use of the faculty activity analysis instrument to accurately allocate faculty expenditures between program areas and instructional levels.

The comprehensive institutions will allocate faculty expenditures to the instructional level, i.e. lower- or upper- division or graduate on the basis of teaching loads. This information will be available through existing computer systems and will not require a quarterly survey of faculty effort. Data analysis at Central, Eastern, and Western Washington Universities have substantiated that faculty effort as collected from the FAA of prior cost studies strongly correlates to faculty teaching hours. The Evergreen State College will continue to use, as has been the practice since the 1997-98 Education Cost Study, teaching load and credit hours as the basis for distributing faculty expenditures.

Because two-year faculty are not involved in funded research or public service and only teach at the lower-division level, the accounting for faculty expenditures at the community and technical colleges does not require the added allocation steps that must be taken at the research and comprehensive institutions.

The attached definitions, criteria, and procedures to establish educational costs are proposed for use in the 2005-06 Education Cost Study. The elements proposed for the 2005-06 study are essentially the same as those used in the 2001-02 Education Cost Study, with the exception of the collection of faculty expenditure data for Central, Eastern, and Western Washington Universities.

II. Costs of Degrees

The 2004 Legislature requested that the HECB also measure the cost of providing degrees in specific majors. Because the accounting systems at the public institutions do not track expenditures by student, this cost can only be estimated. Simply, the proposal is to estimate the cost of a degree based on a graduating student's transcript, along with the cost per student credit hour by discipline (as determined in the cost of instruction study, item I, above). The cost of a degree by major would be estimated (1) for native students (those who started and completed their education at the same four-year public college or university) and (2) for transfer students from a Washington community or technical college who attended only one four-year public institution.

This method requires student transcript data for all students graduating in a particular year. Student transcript data will also be obtained for transfer students from Washington community and technical colleges. Student credit hours will be grouped into the disciplines outlined in the HECB education cost study, and the cost of degree estimate will be based on student credit hours attempted. Credits attempted include courses completed, courses dropped after the 10th day, or courses failed. (A data limitation for the analysis would be students who took classes but never earned a degree.)

The cost-of-degrees report will be produced every four years, beginning with students graduating in 2005-06. Student credit-taking behavior is not expected to vary appreciably from year to year, so it is reasonable to estimate this cost on a four-year cycle. The reporting year for the cost of degrees will be staggered with the reporting of the HECB education cost study.

III. Costs of Remediation

Another new report requested by the 2004 Legislature is the cost of pre-college remediation.

- RCW 28B.10.685 requires each public four-year institution and the SBCTC to provide a report to the Office of the Superintendent of Public Instruction, the State Board of Education, and the Commission on Student Learning that includes information on the number of students enrolled in pre-college level classes and the name of the high school from which each student graduated.
- The SBCTC collects and annually reports enrollment data for remedial classes offered in the state's two-year college system. That agency also estimates annual remediation costs, based on data from the HECB education cost study. Actual costs are determined for each year in which the HECB educational cost study is conducted, and an estimate is projected for each year in between. The estimate includes both direct and indirect costs.
- The costing methodology for remediation will be standardized for participating four-year institutions and the SBCTC to assure consistent reporting. The four-year institutions, like the

SBCTC, will estimate the cost of remediation (including indirect costs) using the most current HECB education cost study data available. An estimate based on the cost study will be used to project cost for each year in between. Beginning in fall 2005, public four-year institutions will be required to report to the Office of Financial Management the number of students taking remedial courses on campus. Cost information from the HECB study will be used in conjunction with these enrollment numbers to arrive at an estimate of the cost of remediation by institution.

- The report of the cost of pre-college remediation will be submitted by institutions in December of each year.

IV. Costs of Instruction (Disclosure Report)

RCW 28B.76.300 calls for an annual report to students on the amount of state support they receive. An estimate of the cost of instruction by institution is done annually using current year spending allotments, budgeted enrollments, and cost factors from the most recent HECB education cost study. The time schedule for this notification will maintain the current reporting cycle of the fall of each year.

Cost Reports and Recommended Schedules

The following schedules are proposed for the cost reports:

	Reporting Period	Reporting Due Date	Reporting Cycle	Cost Basis
Education Cost Study	2005-06	January 2007	Every four years	
Costs of Degrees	2006-07 grads	January 2008	Every four years	2005-06 ECS
Costs of Remediation	Each year	December	Annually	Most recent ECS
Costs of Instruction	Each year	Fall	Annually	Most recent ECS

Attachment

2005-06 Education Cost Study

Proposed Education Cost Criteria And Allocation Procedures for Indirect Costs

In compliance with RCW 28B.76.310, the Higher Education Coordinating Board proposes the cost of instruction as calculated in the 2005-06 Education Cost Study include:

- (1) **Direct instructional costs**, such as salaries and fringe benefits of instructional staff and support personnel (such as laboratory assistants), supplies, equipment, etc.;
- (2) **Other instructional costs**, such as admissions, registration, and other student services not financed by services and activities fees; and
- (3) **A proportional share of indirect costs**, such as libraries, administration, facilities operation and maintenance, etc.

In addition, the HECB recommends that the educational cost not include the direct and indirect costs of research or public service activities, self-sustaining activities, summer programs in the four-year institutions, capital amortization costs, auxiliary enterprises (dormitories, etc.), financial aid grants, and student services financed from services and activities fees.

Each institution will analyze the indirect support costs and document expenditures to reflect a true distribution of these costs. In the absence of such documentation, and for expenditures over and above directly documented amounts, the following allocation procedures should be used:

Program 100 - Sponsored Programs: This is an institution-related activity; it receives allocations of costs from Plant Operation and Maintenance (090), Institutional Support (080), Libraries (050), and Primary Support (040) programs.

Program 090 - Plant Operation and Maintenance: Allocate expenditures to programs 010 through 100, based on assignable square feet. Within programs, base the allocation on the proportional share of total expense, taking into consideration cost-recovery mechanisms. Institution-related activities, such as non-state funded intercollegiate athletics and auxiliary enterprises, will be delineated along with their square footage, subject to program 090 charges, expenditures, and corresponding payments to program 090.

Program 080 - Institutional Support: Allocate all Institutional Support expenditures to all programs and related activities based on their proportional share of total expenditures. The exception to this procedure is program 090 Plant Operation and Maintenance, which should be allocated first.

Program 070 - UW Hospitals: Allocate General Fund support to the Health Sciences portion of the Instruction program.

Program 060 - Student Services: Allocate expenditures to the Instruction program based on student credit hours. Expenditures assigned to Auxiliary Enterprise activities must have direct documentation.

Program 050 - Libraries: Allocate expenditures of general libraries to the Instruction, Research, and Public Service programs based on each program's proportional share of a measure that is equal to the sum of student FTEs plus faculty FTEs. Expenditures assigned to Sponsored Programs must have direct documentation. Costs of specialized branch libraries (law, medicine, business, etc.) should be assigned in whole to their respective discipline areas.

Program 040 - Primary Support Programs: Allocate expenditures to the Instruction, Research, and Public Service programs based on faculty FTE distribution. Expenditures assigned to the Hospitals program or Sponsored programs must have direct documentation.

Each institution will provide a reconciliation of expenditures by program to balance total institutional expenditures with the total reported in the state financial reporting system. The program reconciliation will indicate total expenditures by program, allocations to budgeted as well as non-budgeted "related activities," recharge/cost recovery amounts and associated payments, and an explanation of the workload documentation or other allocation methodologies used.

The funds to be allocated for basic instructional cost reporting purposes include the General Fund (001), the Higher Education Operating Fees (149), the Education Construction Account (253) used for operating purposes, and the Education Legacy Trust Account. The community and technical colleges will report the non-dedicated portion of Fund 148. Totals of Funds 145 and 148 will be reported for reconciliation purposes.

Each institution's direct instructional costs, as well as faculty costs charged to Research and Public Service programs, should be supported by the faculty activity analysis or similar instrument or methodology developed and implemented by the institutions.

RESOLUTION NO. 05-07

WHEREAS, RCW 28B.76.310 directs the Higher Education Coordinating Board, in consultation with the higher education policy and fiscal committees of the Legislature, the Office of Financial Management, the State Board for Community and Technical Colleges, and the public baccalaureate institutions, to develop standardized methods and protocols for measuring undergraduate and graduate educational costs; and

WHEREAS, Board members reviewed the proposed methodology and schedule for the required reports at the December 2004 meeting; and

WHEREAS, Board staff have met with institutional, legislative, and executive branch staff to design the process and procedures and timelines to conduct the 2005-06 Education Cost Study, the Costs of Degrees report, and the Costs of Remediation report;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the recommended methodology and timing of the higher education cost of instruction studies.

Adopted:

June 23, 2005

Attest:

Roberta Greene, Vice Chair

Gene Colin, Secretary

June 2005

Status Report on Previously Approved Degree Programs

HECB Information Item

This is an informational report to the members of the Higher Education Coordinating Board at its June 23 meeting. No board action is necessary at this time.

Background

The current Higher Education Coordinating Board's *Guidelines for Program Planning, Approval and Review* authorize the executive director to approve proposals by public four-year institutions to extend existing degree programs to branch campuses or new off-campus locations, or to offer them via distance learning technologies or through a combination of delivery methods.

The process requires an institution to notify the HECB at least 45 days before the proposed start date of the program. This "Notification of Intent" (NOI) includes the following information:

- Degree title
- Delivery mechanism
- Location
- Proposed program start date
- Statement of need for the program
- Source(s) of funding
- Enrollment targets

HECB staff post the information on the HECB Web site within five business days after receiving the proposal, and notify the provosts of the other public four-year institutions; the Independent Colleges of Washington; the Council of Presidents; and the four-year universities' Committee on Academic Program Planning. Interested parties have 30 days to review and comment, and if there are no objections, the HECB executive director will approve the proposal.

Status Report

From July 2004 through May 2005, the HECB executive director approved three proposals from Eastern Washington University in accordance with the notification of intent process. In November 2004, expansion of an existing Master of Social Work program was approved for Everett. In March 2005, a Bachelor of Arts in Social Work program was approved for Spokane. In May 2005, a Bachelor of Arts in Business Administration was approved for Bellevue. The three programs are described below.

Master of Social Work – Approved November 2004

EWU received approval to add a new component to its Master of Social Work program. Eastern had received approval in 2001 for a program that begins each fall quarter. The new program will begin each winter quarter. The most recent fall class was fully enrolled with 60 students. By adding a second class of students beginning in the winter the program will accommodate an additional 20 students.

The MSW program is the largest master's degree program at the university and is designed to meet the needs of students in rural areas and small towns where access to professional social work education is limited. The program is delivered through on-site instruction, and the majority of courses are taught by tenured or tenure-track faculty.

The program curriculum and assessment approach is consistent with national standards, and the program is accredited by the Council on Social Work Education.

Student demand for the program has remained strong, and each year's program has been fully enrolled. The university reports that the MSW program has graduated more American Indian students than any other MSW program in the nation.

When the proposal was distributed to the public baccalaureate institutions for comment, no institution raised concerns.

Bachelor of Arts in Social Work – Approved March 2005

EWU received approval to extend the Bachelor of Arts in Social Work to students at the Spokane campus beginning summer 2006.

The program is designed to meet the needs of students in communities where access to professional social work education is limited. The part-time program is delivered through on-site instruction at the Spokane campus, and the majority of courses are taught by tenured or tenure-track faculty.

The program curriculum and assessment is consistent with national standards, and the program is accredited by the Council on Social Work Education.

The baccalaureate program prepares students for entry positions as human services practitioners. Employment in human services is expected to grow faster than average, and EWU's assessment of need through contacts with local agencies shows a significant need for baccalaureate graduates, including a need to train employees who currently work in the region.

The program is offered to students in groups of 20 (14.2 FTE). Students study part-time and would normally complete the 90 credit upper-division curriculum in four years. The program caters to students who continue to work as they complete the program.

When the proposal was distributed to the public baccalaureate institutions for comment, no institution raised concerns.

Bachelor of Arts in Business Administration/General Management – Approved May 2005

EWU received approval to extend its Bachelor of Arts in Business Administration/General Management to students at Bellevue Community College beginning fall 2005.

The program is designed to meet the needs of placebound students in Bellevue and the surrounding area. The majority of the program will be delivered via classroom instruction, although some courses may be delivered via distance education.

The program curriculum and assessment is consistent with national standards, and the program is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Regional surveys of student interest consistently find demand for degree completion programs in business, a pattern that also exists at BCC.

The program will accommodate 60 students (48 FTE) in the first year and will grow to 80 students (75 FTE) at full enrollment. The program is designed to align with the Associate of Arts degree program at the community college.

When the proposal was distributed to the public baccalaureate institutions for comment, no institution raised concerns.

June 2005

Minimum Admission Standards

Increasing College Readiness as a Means to Increasing Student Success

Master Plan Policy Goal 8 - Helping Students Make the Transition to College

Introduction

The Higher Education Coordinating Board (HECB) is scheduled at its June 23 meeting to discuss the board's pending proposal to revise the state's minimum admission standards for students seeking to enroll as freshmen at Washington's public four-year college and universities.

State law requires the board to set the minimum freshman admission standards, while each institution of higher education retains the authority to accept or reject individual applicants based on the prospective students' applications for admission. (RCW 28B.76.290 (2))

The admission standards signal to students, parents, and K-12 educators the academic preparation students need to succeed in college. They also inform high schools of the content and quality of courses they must offer to ensure their students have the opportunity to gain admission, enroll in institutions of higher education, and earn college degrees. The large majority of incoming freshman students are required to meet the state's minimum admission standards.

Significant flexibility is provided to the four-year institutions. In recognition that many prospective students demonstrate their preparedness for college in unique ways that are not reflected in the standards, up to 15 percent of new freshmen may be admitted upon each institution's discretion even if the students do not meet the standards. The HECB adopted most of the current minimum admission standards in 1988, and the requirements were fully implemented in 1992. In 2000, the board revised the science standard, requiring entering college freshmen as of fall 2010, to complete two years of laboratory-based science. At least one year must be in a course that requires the student to use algebra.

In November 1991, the board established the practice that high schools and school districts determine which courses are equivalent to academic core courses, in full or in part. Course review and appeal committees were called upon to evaluate and either approve or disapprove the school districts' course equivalency decisions. In 1993, school districts and the baccalaureate institutions agreed to discontinue the course review and appeal committees. Instead, school districts were to determine which courses met the standards and certify them on each student transcript. Not all school districts were able to fully implement transcript reporting due to limitations of technology. In the interim, the HECB created a high school core course database,

where districts list the courses that meet core academic requirements. Baccalaureate institutions reference the database when making admission decisions. For the first time, technological advances will enable all high schools to use the official state transcript for the 2005-06 school year.

Since 2003, HECB staff have studied the minimum admission standards and met with K-12 and higher education representatives to determine whether the current standards should be revised, and if so, to develop a recommendation for revisions. Early in 2004, a workgroup with representatives from public baccalaureate institutions (with input from K-12 stakeholders) recommended revisions to the current minimum admission standards, based on research and the institutions' current experiences with entering freshmen. The participants reached broad agreement that the current standards are inadequate and that more rigorous preparation is required for freshmen entering the state's colleges and universities to succeed in their studies and complete college degree programs. Particular concerns arose about the growing number of recent high school graduates who are unable to perform college-level work, especially in mathematics, when they graduate from high school.

HECB staff presented the proposal to the board's Education Committee on November 10, 2004, and to the full board in a regularly scheduled public meeting on December 10, 2004. Also on December 10, the board authorized HECB staff to begin a negotiated rule-making process. On January 27, 2005, the board approved draft rules-change language and directed staff to conduct public hearings on the proposal. The current standards and proposed changes are summarized in Appendix B. The board also committed to "consider all public comment on the proposed rules submitted at the hearings or in writing, and . . . consider revisions to the proposed rules as needed."

The board has made significant efforts to collect the perspectives of people throughout the state on the proposed revisions to the minimum admission requirements. Subsequent to the January board meeting, board staff conducted public hearings in Des Moines, Ellensburg, Spokane, Tacoma, and Vancouver, and received comments via e-mail, telephone, and correspondence. Board members attended many of the public hearings. During this time, staff also consulted and met with college admission officers, school administrators, school principals, vocational administrators, the Workforce Training and Education Coordinating Board, and the State Board for Community and Technical Colleges. Staff made presentations at legislative hearings in the House and Senate.

Staff also corresponded with individual legislators on the subject, along with untold numbers of parents and citizens. In April, the HECB executive director fielded questions on the topic during a statewide public radio program. Members of the board also participated in numerous regional meetings on issues related to the minimum admission standards. There has been widespread electronic and print commentary on this subject.

Approximately 200 people attended the board's public hearings. Of this number, 80 testified. In addition, the board received a total of 76 comments via e-mail, letters, and telephone through May 20, 2005. From the K-12 community, the board heard from school board members, superintendents and principals, teachers, high school counselors, and career and technical education staff. From the higher education community, the board heard from college and

university administrators and faculty. The board also heard from a number of state agencies and organizations, parents and students, and business and industry representatives. A summary of the key issues raised during the public comment period is included in Appendix A. A more detailed summary of each public hearing and the written public comments are available upon request.

The public comment period stimulated extensive debate over the most effective strategies for improving students' success in college and their subsequent careers. The comments revealed a significant divide between supporters of the board's proposal and those who oppose it.

Following the June 23 discussion, the board is scheduled to take action on the proposed rules during its regular meeting on July 28, 2005, in Yakima.

Background: Why the board is proposing this change

More Washington students are attending college than ever before. Popular demand has been increasing for years, and the 2005-07 state budget will open the doors of opportunity to many more students. In this respect, Washington is the envy of much of the nation.

However, the higher education system faces a challenge that is at least as stifling as finding room for those who wish to go to college: ensuring that students are prepared to perform college-level work. With so many students planning to enter college in the next few years, it is critical that those who enroll are able to do college-level work when they arrive, and can complete their studies in a reasonable amount of time.

The *2004 Strategic Master Plan for Higher Education* promotes as one of its major goals that the state increase the number of baccalaureate degrees conferred throughout its higher education system, to 30,000 per year by 2010. This change – a gain of 2,800 degrees awarded each year – will not happen by chance. Rather, it requires conscientious policy making to accomplish.

The board is being asked to review the following important considerations as it decides what action to take regarding the proposed revisions in the state's minimum college admission requirements.

1) Academic readiness for college and work helps ensure that students complete their studies and graduate

According to the National Commission on the High School Senior Year, more than 70 percent of today's graduates continue on to postsecondary education – yet only half of the students enrolled in a four-year college or university leave with a degree. The commission argues that inadequate academic preparation is the root cause.

Clearly, the best way to ensure that students are prepared to succeed in college – and graduate – is for them to pursue a more rigorous curriculum in secondary school. According to ACT, students taking Algebra I, Geometry, Algebra II and one additional higher-level course are much

more likely to succeed in college than those who take a less rigorous sequence of courses. And the more advanced the level of math a student completes in high school, the more likely he or she is to graduate from college.

Developing proficiency in math is not as simple as learning to ride a bicycle; it is a skill that must be practiced repeatedly if it is to be mastered. Yet all too often, students succumb to a case of “senioritis” during their last year of high school; taking easier (or less) coursework, and often falling behind in their skills. To some extent, this malady grew out of the solution to an entirely different problem. According to Stanford Professor Michael Kirst, the high school senior year underwent a transformation in the 1930s, when schools replaced some academic coursework with more electives and vocational programs in an effort to keep kids from dropping out.

And while that theory may have served a purpose 70 years ago, today’s world demands a much more vigorous commitment to academic rigor. Cheryl Kane, executive director of the National Commission on the High School Senior Year, describes the risk of disregarding this evolution: “...as the world of work becomes more complex and opportunities increasingly depend on one’s level of education, students shunted into non-academic tracks are being written off.”

The commission’s report went on to suggest that the new demands of the world economy essentially require all U.S. students to take at least two additional years of formal education and training after high school. “But today,” according to the report, “the United States is slipping behind other nations as the world leader in the percentage of young people who graduate from college. Just 44 percent of our high school students take a demanding academic program; the other 30 million are being prepared for a future that has already vanished, in courses of study that lack rigor and coherence.”

Preparing Washington students to join the 21st century work force and compete in a global economy requires more rigorous academic preparation in high school, as well as a more diligent focus on math and science. Many other countries are ahead of us in that arena; schools in India and China, for example, are graduating more students in crucial fields than are U.S. institutions. No longer is the United States first among world nations in the proportion of young people completing college degrees.

Thomas Friedman, author of a book entitled, *The World is Flat*, notes that India graduated almost a million more students from college in 2001 than did the United States. He says: “China graduates twice as many students with bachelor’s degrees as the U.S., and they have six times as many graduates majoring in engineering. In the international competition to have the biggest and best supply of knowledge workers, America is falling behind.”

And college graduates earn more money. The U.S. Census Bureau estimates that those who hold an associate, bachelor’s or graduate degree can expect to earn much more during their careers than those with only a high school diploma or with a little college but no degree. Those with a bachelor’s degree earn over 60 percent more, on average, than those with only a high school diploma.

That gap increases with the level of the degree attained, and the income differential grows larger all the time. Over the course of their lifetimes, workers who possess a bachelor’s degree earn

about \$1 million more than those holding only a high school diploma. The U.S. Department of Labor also reports that college graduates are more likely to remain employed, and are better equipped to adapt to the ever-changing workplace.

However, not only do students without baccalaureate or more advanced degrees earn less over time, but students who enroll in college but do not complete their studies often end up paying a heftier price in student loans. Every year, hundreds of thousands of young people leave college unsuccessfully, burdened with large student loan debt but without the earning power of a college credential. In one study, only 2 percent of students who had borrowed money to complete their bachelor's degree defaulted on one or more loans, while 22 percent of borrowers who dropped out were in default.

2) Preparing for college also prepares students for work

Plenty of evidence suggests that the skills needed to succeed in college are also the skills needed for success in today's workforce. In testimony before Congress earlier this year, Kati Haycock of The Education Trust said, "... the academic skills required for work are comparable to those required for college. The point is that high school graduates should be prepared to choose college or work. Right now, they are not being adequately prepared for either."

To suggest that college readiness and work readiness are an either/or proposition is both inaccurate and unfair to students. Students who choose a career path that does not include postsecondary study not only benefit from more rigorous coursework in high school, but increasingly require it. A study by the non-profit organization Public Agenda (*Reality Check 2002*) found more than 60 percent of employers reporting that recent graduates had poor math skills, while nearly 75 percent pointed to a deficiency in grammar and writing skills.

"Unqualified and untrainable, these high school graduates are likely to become trapped in unskilled, low-paying jobs that do not support a family well above the poverty level, provide benefits or offer a clear pathway for advancement." (*The Expectations Gap, A 50-State Review of High School Graduation Requirements*, Achieve, 2004).

Certainly, not every student chooses to go to college. However, students should have an opportunity to make the choice, whether they choose early in their high school career, late in their high school career, or even later, after they have graduated from high school or have been in the workforce for awhile. We cannot predict which individual students will go to college based on socioeconomic factors, race, or whether they attend high school in an urban or rural school district. We can, however, communicate clearly with students and parents what is necessary to have a chance to be admitted to the college of their choice, to be prepared for college-level work, and to successfully graduate from college.

Those students who do not choose college may find jobs that do not require a college degree. However, those higher-wage jobs will demand advanced levels of proficiency in math and science. For example, in addition to a four- to five-year apprenticeship, sheet metal workers must have studied algebra, geometry, trigonometry and technical reading. Tool and die makers need algebra, geometry, trigonometry and statistics, and earn an average annual salary of \$40,000.

High school graduates who are not academically prepared to enter the workforce are often more likely to end up in jobs “by accident,” rather than by choice. In fact, according to Public Agenda, 70 percent of young workers without degrees say they are in their current jobs by chance, and only about 15 percent see those jobs as a career.

Long before students leave high school and begin looking for work, other factors play a role in their academic pathways, including the expectations of others. The vast majority of young adults recognize the value of a college degree, and about 80 percent of high school students intend to attend college when they start. Yet only 68 percent of parents expect the same for their kids – and only about half of today’s teachers see college in their students’ futures.

Students themselves report that counselors and teachers sometimes underestimate their potential, and that their schools’ curricula and expectations are too low. Fewer than three-in-10 teenagers surveyed in 1998 thought their school was “very academically rigorous.” (*Who’s Who Among American High School Students*).

Four out of five college students and non-students alike say they would have worked harder in high school if their schools had demanded more of students, set higher academic standards, and raised expectations of how much coursework and studying was necessary. (*Rising to the Challenge: Are High School Students Prepared for College and Work?* Achieve, 2005). Research shows that a student who has an opportunity to learn at a high level has a much higher probability of completing a college degree.

3) Closing the achievement gap

Studies consistently show that the strength of the high school curriculum is the greatest predictor of future success. Graduates themselves who say they faced high expectations in high school are twice as likely to feel prepared for both work and college. (Achieve, Inc.)

Yet even in secondary schools with college-preparatory curricula, high-performing minority students are often excluded from higher-rigor courses. And it is African American and Latino college students who most often feel that their high schools should have done more to prepare them for higher education. Existing research shows that highly prepared low-income and minority students are about as likely to attend college these days as poorly prepared affluent students. And rigorous academic coursework can mitigate the influence of a family’s socio-economic status.

According to the Achieve study, “What courses they take matters for all students, but it is particularly important for students from disadvantaged backgrounds. Taking a rigorous high school curriculum that includes math at least through Algebra II, cuts the gap in college completion rates between white students and African American and Latino students in half.”

And students who attempt to make up the difference through remedial coursework often do not fare as well. Half of those who take even one remedial math course are unlikely to graduate from college, and a disproportionate number of these students are from low-income, African American or Latino families.

Only four-in-10 students who begin full-time at a four-year institution of higher education obtain a bachelor's degree in four years, and only six in 10 earn a degree in six years. This statistic is even worse for low-income and minority students.

Among white students, 66.8 percent earn a degree within 10 years, compared to 45.7 percent of African American students and 47.3 percent of Latino students. And while 77 percent of students from high-income families graduate in six years, only 54 percent of students from low-income families attain that goal.

In Washington state, K-12 education reform might be viewed as the first step toward improved learning outcomes for students. Next, the proposed revisions to the minimum college admission standards are a second step. The alignment of high school graduation requirements and college admission standards would become the logical final step in a progressive course of action intended to close the achievement gap that plagues Washington's students.

4) Reducing the need for remedial coursework

Most high school graduates in Washington state go on to some form of postsecondary education within a year. And within three years of high school graduation, nearly half of all high school graduates have enrolled at a community or technical college in Washington, whether for academic preparation, job training, or basic skills.

Many of these students are not prepared for college-level study – particularly in math – and require remedial instruction before they can make progress toward a degree. In 2003-04, about 55 percent of community and technical college students who graduated from high school in 2003 enrolled in remedial classes.

And many of these students may be taking a pre-college, intermediate algebra course for the first time. Currently, high school graduates are able to complete their minimum required math studies as early as their junior year, and discontinue math study. As a result, many high school graduates' math skills may have atrophied in the two years between their last high school math class and the start of college.

The need for remedial coursework forces the state to divert resources that would be better spent on other college programs. In fiscal year 2003-04, the state spent about \$41.3 million in general fund dollars on pre-college courses for students.

5) Ensuring that students and their families know what it takes to succeed

More students enroll in community colleges now than in any other sector of the higher education system. More than one third of all students entering the state's community colleges intend to transfer and ultimately obtain a baccalaureate degree. Yet many students who successfully navigate through secondary school expect similar success in college, only to have their hopes dashed after enrolling.

Some are disappointed that their placement scores require them to take remedial coursework before they can pursue more rewarding studies. Others may have been stellar high school students who gained admission into more selective institutions, only to discover that they were ill equipped for mastering the coursework in their chosen majors. And nearly half of the students who intend to go to college after high school have not taken the college-prep coursework needed to ensure success.

The 2004 *Strategic Master Plan for Higher Education* dictates that increasing student success is a responsibility, not a choice. To that end, the HECB is obligated to inform students about what it takes to succeed in college. The proposed revisions to the minimum admission standards communicate clearly to students, parents and families about requirements for academic preparation for both college and work.

There is no shortage of data to illustrate the importance of obtaining a baccalaureate degree. But whether a student decides to go on to college and pursue a degree or enter the workforce directly out of high school, rigorous academic preparation is critical to success. We can no longer afford to categorize students into “ready for college” and “ready for work,” as if the skills and preparation needed for success follow different tracks.

6) The cost of doing nothing

The evidence in support of changing the state’s minimum admission standards leads to one overarching, albeit somewhat ominous conclusion: The best way to guarantee that the situation will not improve is to do nothing.

Without this change, students will not have the full advantage of being adequately prepared for college when they walk through the doors of higher learning. Degree completion will take longer, and cost more – for students and their families, as well as the state. Low-income and minority students will continue to experience a disparity in college enrollment and completion.

The state will continue to divert funds to remedial coursework, and away from other important higher education needs. Students in U.S. colleges and universities will have to scramble to keep pace with their counterparts in other countries. And high school graduates who choose to enter the workforce rather than attend a four-year college or university will not have the skills they need to perform their jobs in an increasingly high-tech world.

Increasing the minimum admission standards for students entering college is not without challenges. However, the consequences of doing nothing are much more severe than the supposedly unintended – and largely hypothetical – consequences of going forward with the proposal.

Analysis and discussion: Rising to the challenge

It is not easy to raise expectations for student learning. It would be easier to leave the standards as they are, and later lament the fact that many more students enter college, but do not graduate. And lower-income students who do not graduate would continue to struggle under the double burden of having to repay student loans while earning less money than they would have with a degree.

Washington's K-12 education reform initiatives show that efforts to increase standards, although challenging, make a real difference for students. Our colleagues in K-12 continue to make great strides in challenging students, parents, teachers and administrators to identify and implement strategies to improve student learning.

K-12 education reform is only the first step in preparing Washington's students for the future. It is our responsibility to build on the foundation created by these efforts. The proposed revisions to the minimum admission standards are the next step. Adopting these standards will prepare students for success in college and success in the workplace, whichever they choose.

We should not fool ourselves – there may be significant challenges involved in implementing the proposed admission standards. It is unknown to what extent these challenges will actually occur, but by anticipating them and working together, Washington educators and policymakers can successfully address them. Increasing student success is a responsibility, not a choice.

Implementation Date

The original HECB staff proposal was to make the revised minimum college admission standards effective in 2008. This provoked criticism for providing short notice to this year's high school freshmen. The class of 2008 is already expected to complete an array of first-time requirements to receive a Certificate of Academic Achievement and graduate from high school. Students must pass the WASL, complete a culminating project, and submit a plan for high school and beyond. Students, parents and school districts are well on their way to meeting these new requirements. Adding new minimum admission standards in the same year could have the unintended consequence of interrupting this important work.

Adopting revised requirements now, while delaying implementation, would allow school districts time to prioritize their efforts. They could focus on meeting the new requirements for the class of 2008, rather than “changing horses in midstream.” Yet they also could make decisions in the context of knowing what the revised minimum admission standards will require, and when they will be required. Delaying implementation would allow districts more time to add new courses in math and science, add teachers where needed, inform students and parents of the changes, and reallocate resources.

School districts will have flexibility to determine which of their courses are equivalent to core courses

The proposed revised minimum admission standards include the statement, “The rules supersede previously established higher education coordinating board guidance and policies governing minimum basic admission standards and alternative admission requirements for freshmen.” The

proposed standards, as currently written, do not acknowledge a 1993 agreement between the four-year institutions and school districts. Under the agreement, school districts are responsible for determining which of their courses are equivalent to the minimum admission standards. The board's 1993 letter describing the agreement states:

The provosts for the six baccalaureate institutions have agreed that their institutions will no longer review high school courses for equivalence with the HECB Minimum Requirements for Admission to Public Baccalaureate Institutions.... Rather, school districts may determine what curricular patterns meet the specific HECB Minimum Requirements and certify on each student transcript what requirements have been met.

The agreement is between the four-year institutions and the school districts, and therefore does not meet the definition of “previously established higher education coordinating board guidance and policies.” The agreement is not superseded by the proposed minimum admission standards.

Students need not take “advanced” math to meet the requirements

Math heightens mental acuity and makes students sharper in all subjects. The proposed changes to the standards would add a fourth credit of math. The intent is to ensure that students retain their math skills throughout high school. As a result, many students will complete a higher level of math than they would have under the previous standards. However, the proposed standards do not directly require students to complete a higher level of math than was required by the previous standards.

Students could choose from several options to meet the proposed requirement:

- They could move to a higher level of math (pre-calculus) if they have completed intermediate algebra or integrated math III.
- They could take an algebra-based science course in place of math after completing algebra II or integrated math III.
- They could take another course in which they apply their math knowledge/skills (such as statistics, applied math, or certain career and technical courses) if the high school determines the course is equivalent to an academic core course.
- Students who successfully complete math through pre-calculus would meet the required four credits of math, even if they take it before their fourth year of high school.

Washington needs more qualified math teachers

Washington does not have enough math teachers. The state also has a shortage of special education, world languages, and science teachers. Raising the standards would not fix this. But it would create an incentive for the baccalaureate institutions, lawmakers and policymakers to work together to fill this gap as quickly as possible. The state has a responsibility to give students a good foundation in math so they can succeed in college and work. Preparing more teachers is clearly a responsibility of higher education, and the board is committed to making this issue a top priority. The board will work with baccalaureate institutions, lawmakers and policymakers to identify and implement strategies to increase the number of newly qualified teachers and to retain the state's highly qualified teachers. The board believes it is especially important to find ways to encourage highly qualified teachers to teach – and remain – in underserved areas of the state.

Students would have time to take some electives

High schools would be able to assess whether career and technical education courses satisfy academic core requirements, and identify ways that students may continue to participate in valuable career exploratory, applied, and other elective courses. However, there is no denying that in some cases, meeting the proposed standards would reduce the number of electives that students could take. The benefit to students is that as a result, they would be better prepared to succeed in college and in work.

Students would be able to take a “credit” rather than a “year-long course”

The board's initial proposal in December 2004 used the term “year-long courses.” The January 2005 draft of proposed revisions to the Washington Administrative Code instead used the term “credit” in an attempt to recognize block scheduling, in which students complete a year of coursework in one term.

Avoiding an unfunded mandate

School districts have enormous demands on their existing resources. Asking them to provide more classes to prepare students for college and for work would strain an already heavily burdened system. There is no denying that the proposed standards would require districts to examine, and in some cases, reallocate or increase the courses they offer. Finding ways to encourage highly qualified teachers to teach and stay in underserved areas would give districts more flexibility in making these decisions. And delaying implementation of the proposed standards so they do not conflict with key elements of education reform would help reduce the risk of overburdening school districts.

Colleges would have flexibility to administer admissions

Colleges and universities make admission decisions based on a variety of economic, demographic, and institutional factors – many of which change every year. The public four-year institutions estimate that between 50 and 80 percent of the students they currently admit already meet the proposed standards.

Under the proposed standards, colleges and universities would be able to continue to admit up to 15 percent of entering students who do not meet the minimum requirements, but have otherwise made a compelling case that they are ready to succeed in college. College and university administrators told the board they believe this 15 percent waiver would continue to give them sufficient flexibility.

Seat-time and competency-based college readiness requirements are both important in communicating what it takes to be successful in college and in work

Education is in a period of transition. Seat-time requirements do not necessarily measure *what* a student has learned, or *how well* he or she has learned the subject matter. Yet, while competency-based requirements can be a better measure of student learning, they are complex to develop, understand and administer. States that are making progress toward competency-based requirements have found there is a lengthy transition period where the new requirements must continue to be accompanied by seat-time requirements. We are having that same experience in Washington.

Seat-time requirements may never disappear completely. However in the future, much more emphasis should be placed on competency-based learning assessment. In the *2004 Strategic Master Plan for Higher Education*, the board calls upon Washington institutions of higher education to develop competency-based college readiness requirements. Through this approach, college readiness will be expressed as a set of skills – identifying what students must know, and be able to do, in order to succeed in college. The state's Transitions Math Project has made great strides in developing such standards for math. The Transitions Math Project is funded through a combination of Gates Foundation and state monies. In addition, the HECB recently received state funding to develop similar standards for English and science.

While that work progresses, it is vital to convey to students, families, and K-12 educators the urgency to upgrade the state's minimum college admission standards for students who will reach high school age in the next few years.

Work Together to Implement the Standards

The board was asked to join with the Office of the Superintendent of Public Instruction, the State Board for Community and Technical College, the Workforce Training and Education Coordinating Board, and other key stakeholders in a joint action plan. The plan is expected to cover key issues related to raising the standards. Examples include developing strategies to prepare more K-12 math and science teachers, and identifying college readiness standards in core content areas. A key issue for the joint action plan is developing strategies to communicate the college admission requirements to every student – and his or her parents – as early as middle school. The state has a responsibility to communicate what is necessary to succeed in college and in work, while students still have the opportunity to obtain these skills in high school.

Conclusion

Over the past few months, the board has made assiduous efforts to communicate the proposed college admission standards and listen to all opinions; through public hearings, presentations to many organizations, meetings, and written comments. The board received much thoughtful and pertinent input throughout the process. HECB staff have analyzed the input and brought forward for the board's consideration such challenges as timing concerns and resource constraints.

Board staff have brought forward opportunities to clarify the proposed standards, by allowing students to meet requirements by completing “credits” rather than “year-long courses,” and by recognizing the existing agreement that allows school districts to determine course equivalencies. Board staff have also identified an opportunity for the board to support school districts' efforts, by making teacher education a top priority for higher education. Based on the board's discussion during its June 23rd meeting, staff will present a recommendation for action on the proposed minimum admission standards during the board's regular meeting on July 28 in Yakima.

Raising the issue of the minimum college admission standards has shown there is a problem. Students, parents, high school teachers, school district administrators, college instructors and professors, college administrators, state policymakers – all are in agreement that Washington students deserve the best opportunity we can provide to help them succeed.

We have more work to do. In addition to raising the standards, we need to address teacher education. We look forward to developing a more meaningful P-16 framework, as called for in the board's *2004 Strategic Master Plan for Higher Education*. State policymakers, too, recognize the importance of helping students make the transition to college. Their commitment to this goal is seen in several recent actions. The Legislature committed funding in the 2005-07 operating budget for developing college readiness standards. The state Senate reorganized its 2005 committee structure to create the Early Learning, K-12 and Higher Education Committee, to ensure that decisions about education are made in the context of education as a whole. And, over the next 18 months, the governor's Washington Learns task force will examine funding and policies for early learning, K-12 and higher education, and make recommendations to strengthen and improve Washington's education systems.

Revising the minimum college admissions standards is a single step in meeting the state's commitment to education. By helping students make the transition to college, we will ensure that more students succeed, in both college and work.

Appendix A: Summary of Public Comments from Five Hearings and Open Comment Period (mail, telephone, e-mail) through May 20, 2005

Appendix B: Proposed Minimum Admission Standards

Appendix C: List of Sources

Summary of Public Comments from Five Hearings and Open Comment Period (mail, telephone, e-mail) through May 20, 2005

Most people expressed support for the goal of improving students' preparation for college through more rigorous high school course work, particularly in mathematics.

There was widespread support for the goal of a broad, diverse population of students earning college degrees. There was also strong support for the need to improve student preparation as a way of ensuring success in college. Many expressed appreciation for the board's initiative to open the discussion on minimum admission standards to the public.

Several people testified that rigorous work by more high school students would better prepare them for college. Many – particularly faculty from community colleges and universities, business and industry representatives, and parents – expressed dismay at the level of preparation that students currently receive.

There was widespread agreement on the need to increase the rigor of preparation in the high school years, particularly in mathematics. Many noted that too many students are not taking math in their senior year – and some are not taking math in either the eleventh or twelfth grades. Some said the problem is not that students have not studied math, but that many have not studied math recently – and that if math coursework is not included in the senior year, many students forget what they have learned. University representatives particularly emphasized the importance of students studying math and quantitative reasoning during the fourth year of high school. A university admissions officer explained that it would not make sense for an athlete to get ready for a track meet by practicing diligently and then laying off a long time right before the race, yet this is what many students are doing with math studies. Many said the proposed admission standards would be an important step in changing this situation.

Several K-12 and university representatives noted that most students are already meeting the proposed minimum admission standards at the universities, and the public universities are already accepting students who by and large meet this requirement. There was widespread concern that all students, however, must know about these requirements in order to ensure equitable opportunity.

The majority of business and industry representatives, many speaking on behalf of business associations, spoke about the dearth of Washington students entering careers in engineering, science, and technology.

Business/industry speakers indicated they are importing too much of their workforce from outside the state; primarily because of a lack of preparation by Washington students in math and science. Speakers testified that Washington high schools are not keeping up, nor is the U.S. as a whole preparing students with adequate skills in math and science – compared to many other nations. Some suggested that Washington needs to upgrade its academic requirements as several other states have done, or are in the process of considering. In addition, numerous other

countries have higher requirements than are typical in American high schools. Speakers contended that jobs requiring technical knowledge are increasing four times faster than others, and if our students are not fully prepared, we will lose out to many other countries that are rapidly increasing the education level of their workforce. Representatives of high-technology businesses expressed particular support for the board's proposals, noting the importance of a better-educated workforce, especially in science, math, and technology.

There was widescale agreement that Washington should increase its academic requirements, and that the proposed minimum admission standards would be a positive step forward. In addition, speakers noted that students and their parents must be told – beginning in the middle-school years – about the importance of math and science coursework in high school.

Several K-12 superintendents and principals, particularly from rural schools, expressed concern about the effect of the proposed minimum admission standards on staffing.

There was widespread concern that schools would not have enough well-qualified instructors to teach the additional courses in math and science that would be needed to meet the new requirements. Finding certified teachers is already a problem for small districts. Of particular concern is the need to ensure that if the plan goes forward, that teachers are fully prepared to provide the additional coursework. Furthermore, it would likely take high schools more time than is planned in the 2008 timeline to sufficiently increase their staffing.

Several K-12 educators expressed concern about the need for universities to increase their preparation of new math and science teachers.

Many who testified noted that the need to provide remedial courses at the high schools for students who do not pass the WASL could limit the number of faculty available to teach additional math courses. The concern was also expressed that because the additional math requirement would take effect in 2008 – the first year Washington students would be required to pass the WASL in order to graduate – a focus on higher-level math coursework could reduce the extra assistance available to these students.

Some indicated that the proposal could create an increased need for career guidance in K-12 if the new standards had a negative effect on career and technical education.

K-12 career and technical education directors and several parents raised concerns about the potential effect on career and technical education.

Some who testified addressed the issue of high school students who are not college bound but are more interested in moving directly and quickly into the workforce. If the board's proposal were adopted and the new admission standards became, in effect, the 'de facto' high school curriculum in the state, more students might drop out of school, or be unable to participate in occupational training pathways.

Many people expressed concern that additional math, science and college-prep coursework would not allow for electives – particularly the career and technical education courses that are so important to many students. There was widespread support for preserving the strengths of career and technical education; particularly from parents, career and technical education staff, school principals, and the Workforce Training and Education Coordinating Board.

Career and technical education program directors suggested that the board's proposal could result in a serious decline in high schools' ability to offer career and technical education, particularly through Skills Centers. Because Skills Centers typically require a commitment of three periods out of the day, these students would have a more difficult time scheduling both career and technical coursework, along with the three core courses called for in the proposal. Rural schools indicated that they would be particularly affected by this change.

Many career and technical education directors suggested that school districts should have the authority to determine whether their elective courses in career and technical education programs would be able to satisfy the academic core requirements (e.g., applied physics, applied math). This authority would help offer additional choices for students and enable many more to meet their college requirements in courses in which they could apply their math and science knowledge and skills.

A number of those who testified raised concerns that the revised admission standards would lead to increased “tracking” of students – into either “college bound” or “non-college bound,” which could create additional barriers for students.

Several people testified that under current practices in some high schools, students who do not appear to be college bound are often moved into career or vocational programs, which results in “tracking” students as either college bound or non-college bound. Efforts to develop career and technical education programs that are academically rigorous and move students from high school to two-year colleges have helped reduce tracking and have better prepared students for the needs of the workforce. There is concern, however, that implementation of the proposed minimum admission standards could lead to a return to tracking over time, because career and technical education programs could diminish as scarce resources are moved to academic core courses. Some testified that the revised standards could result in high school counselors advising students out of career and technical education if they are “perceived” to be college bound.

Several people noted that one long-term result of the proposed standards could be an increased high school drop-out rate, particularly if students who are at risk of dropping out or have dropped out and re-entered the education system perceive a lack of relevant courses, or a lack of courses that are geared toward alternative learning styles.

Some people noted that many students would see themselves falling behind as they moved through high school, and could lose hope of ever attending college. Others expressed concern that the revised standards might limit opportunities for students who are late bloomers.

Several people expressed concern that the revised admission standards would negatively affect disadvantaged communities, particularly students of color. Some people noted that when we make it more difficult for certain groups of students (who may not come through the pipeline as readily as others) to have access to needed courses, we will be faced with issues of equitability and equal opportunity.

Some expressed the need to look at improving K-12 and early education systems so that children are better prepared to meet higher standards long before high school. To implement these standards without giving students the tools they need to achieve the standards seemed presumptuous to some who testified – particularly in disadvantaged communities where children are denied many of those tools at an early age.

Most K-12 educators urged the board to delay the effective date of the new rules until 2010.

The issue expressed most frequently concerned the timing of the proposed change. The board's proposal would make the new standards effective for students graduating from high school in 2008. The class of 2008, this year's ninth graders, is also the first high school class that must pass the WASL in order to graduate. There was widespread agreement that it would be unfair to change the rules for these students in midstream.

Numerous K-12 educators indicated that high schools do not have sufficient time to make the changes needed to respond to the board's proposal of more rigorous standards. Frequently mentioned examples of significant changes that high schools would need to make to respond to the proposed admission standards included: 1) adding new courses in math and science; 2) adding more staff; 3) informing students and parents of the changes; and 4) reallocating resources.

Several high school superintendents and principals explained that their high schools are currently undergoing reforms as a result of both state and federal (*No Child Left Behind*) requirements. Schools are focused on getting students prepared for the WASL. The State Board of Education has increased high school graduation requirements, and schools are implementing a performance-based system that includes a senior project. High schools are overwhelmed with these changes, and most educators said the proposed timeline is simply too short.

A majority of those who offered testimony recommended that the board delay action until at least 2010, to give 'due notice' of the change while helping assess schools' capacity to provide students the opportunity to meet the revised standards. Many advised the board that if the plan is implemented too quickly, it will not succeed.

Many people called for putting off the decision about any implementation date until further study, citing numerous school reform initiatives that are currently being implemented in Washington's schools, and noting the state is just beginning to see the positive outcomes of those actions. Several people advised the board to slow down its process to allow time to assess the current initiatives – before new initiatives (and potentially unfunded mandates) are put into place.

Some people did acknowledge the board is being asked to be sensitive to concerns, but should be aware that there is never a good time for changes such as these.

A number of people addressed the issue of remediation, raising questions about the extent of the problem and the need, therefore, to make changes in the standards at this time. Others provided considerable anecdotal evidence about the severity of the problem, calling for revisions in the current admission standards as a needed remedy.

Some speakers contended that students will require less remediation if they complete the coursework called for in the proposed minimum admission standards, especially in math. They called for the implementation of more rigorous standards for this reason.

Most K-12 representatives contended that remediation is primarily a concern of the two-year colleges, and that only a small percentage of students who enroll in the four-year universities need remediation. For this reason, they opposed moving to more rigorous standards, particularly in math, at this time.

By contrast, several university spokespersons contended that remediation is a serious concern for their institutions, and that many students do come to them requiring remediation. And, students select college majors and future career options based in large part on their preparation. Some students cannot enter careers that require higher math preparation, closing doors that could have remained open had students completed more math in high school.

Some community college faculty noted that remediation in the community college system is simply not as effective as they would like it to be. For some students, the first year of college is too late to catch up if they are not adequately prepared in math. Once a student passes a certain window of opportunity, the data indicates that they will never do as well.

Some people spoke about the occupational programs at community colleges (such as dental hygiene, electronics, and nursing) that do require a significant amount of math preparation. Students and their parents must be advised about this. An 'open admissions policy' at the two-year colleges does not mean there is open admission into specific degree programs at the two-year colleges.

Some who offered testimony – particularly community college and high school math teachers – recommended that high schools offer 'refresher math' in the senior year without requiring the higher level of math attainment that the policy calls for as a way of easing the remediation problem.

[This testimony revealed a misunderstanding in the board's proposal, which would allow high schools the authority to determine which courses would satisfy core course requirements for college admission. This type of course could potentially be offered to meet the fourth year math requirement once students have completed the required level of math; which is the current intermediate algebra II level.]

Many questioned the board's credit-based (seat-time) standards, as the state is currently moving to competency-based standards.

Several people noted that the proposed minimum admission standards call for increasing “credits” in math and other college preparatory courses – which amounts to a seat-time requirement at the very time we should be moving toward competency-based standards. Several K-12 educators called for school districts to have the ability to determine the equivalency options for students to obtain essential academic skills through competency-based approaches.

Some asked for college readiness standards with input from the universities, and referenced the HECB's earlier work on competency-based standards.

Several high school principals, teachers, and counselors indicated that the high schools need clarification of what constitutes a college core course (college preparatory courses).

Many K-12 educators raised concerns about high schools’ applied courses – such as in the Tech Prep curriculum – asking whether the schools or universities should determine equivalency. If the proposal goes forward, course equivalency must be considered and clarified during implementation. Many applied courses should count as academic core courses. Several people asked for clarification about what is an algebra-based science course.

There were concerns that the requirements were calling for *year-long courses*, and that this would be incompatible with many high school schedules. Many high schools have moved into block scheduling in which they offer 90-minute courses, enabling students to complete year-long courses in half-year sequences.

[This testimony revealed a misunderstanding in the board's proposal. The board changed its terminology from “year-long courses” as used at the December board meeting, to “credits” as used in the proposed rules presented at the January meeting. Some respondents requested that the board clarify the confusion between requiring a year-long course vs. a unit or credit.]

Several of those who offered testimony, particularly high school counselors, raised concerns about the effect of the proposed minimum admission standards on dual-credit programs.

K-12 educators and some parents noted that more of their students are beginning algebra in the pre-high school years, which puts them on a faster track to complete math requirements in high school. It is not unusual for a student to complete requirements through intermediate algebra by the sophomore year. Some people asked how to plan for these students under the proposed standards – whether through Advanced Placement, Running Start, or other alternatives. Running Start particularly affects the state’s community colleges, so more dialogue will be needed if courses are to be expanded to accommodate students who wish to pursue a more rigorous, earlier preparation.

Many expressed concern that the emphasis on core courses would result in fewer students able to take elective courses in the arts – such as music and drama.

Several high school principals spoke about their strong arts programs and the negative effect the proposed standards would have on these programs down the road, as resources would have to be allocated away from these courses in order to expand math and science coursework, and as students would have less time for electives. They noted that high schools will have to increase their math staff, which will likely create reductions in other areas and could shift resources away from the arts.

Many parents commended the arts programs in which their children are involved, and raised concerns about how students would be able to participate in arts courses given potential scheduling conflicts with the increased academic core requirements.

There was strong interest from all sectors in joint action planning and collaborative efforts to support K-12 and higher education planning and implementation.

Several K-12 representatives cited the need for more opportunities to discuss issues around college preparation with the colleges and universities. Many recommended that the board hold off on changes to minimum admission standards until there has been extensive discussion – including on-site at high schools across the state with students, parents, teachers, administrators, and school board members. The impact on the high schools will be serious and the board must take the schools into consideration as part of the proposal. Many noted that this is a K-20 issue, rather than a K-12 issue.

Many in the K-12 community criticized the board for not communicating proposed changes early enough, and not engaging them in a dialogue. However, many individuals indicated that there was an extensive process to develop the proposal for new minimum admission standards that included state education agencies and boards, representatives from the six public baccalaureate institutions, the State Math Council, Partnership for Learning, individual school counselors, principals, teachers, registrars from higher education institutions, and business/industry groups.

Many people supported having standards that clearly communicate the universities' entrance requirements, which would help students prepare better in high school. A clear, well communicated policy is needed for all students and their parents. Some people noted that while many students say they plan on going to college, they don't take enough courses to truly prepare for that decision. We need to clearly communicate what the standards are.

There was widespread concern that the board's policy will not get to students early enough to make a difference. Students and parents need information as early as middle school to facilitate their understanding of the importance of solid academic preparation to prepare for future success in college and the workforce. More statewide attention should be given to various communication tools to get to students earlier. Also, the proposal does not sufficiently speak to pre-high school students.

Some people raised concerns that it would be difficult to fit all these courses in for the average student on an Individual Education Plan (special education) or a 504 plan (disabled students) along with WASL requirements.

Some respondents indicated the proposed standards would inequitably affect some students who already are having a hard time fitting in all the classes they need – along with WASL requirements; specifically special education and disabled students.

Some K-12 educators raised concern about the need for the universities to raise the current 15 percent waiver in order to enroll freshman who may be deficient in their completion of academic core courses, but who would otherwise have the capability to enter and likely succeed in college.

No speakers from the universities called for raising the 15 percent threshold for freshman admission, as they currently do not come close to using their 15 percent allowance. For students who have special interests (such as art or music), the baccalaureate institution representatives noted they have always been able to review alternative circumstances, and the institutions will continue to give those students a chance. The colleges want to admit better prepared students who can succeed. These changes will force a comprehensive review by the universities of the student, to look at the whole student and not just grades.

There was widespread support to eliminate the Admission Index.

No one testified in favor of retaining the Admission Index. Many people indicated that we have emphasized grades and test scores too much in the past, and that what is most important is a rigorous curriculum. K-12 teachers and parents especially noted that students worry about their GPA too much, and we need policies that encourage students to take more difficult courses.

Proposed Minimum Admission Standards

Goals of the minimum basic admission standards are to ensure that:

- Freshmen selected to enroll at the state's public baccalaureate institutions are ready to succeed academically and earn bachelor's degrees;
- The amount of remedial instruction required for recent high school graduates is minimized;
- Universities recognize that experiences and activities beyond academic achievement can contribute to a successful college application; and
- Students and families understand that completion of a rigorous curriculum in high school is critically important to prepare for success in college.

	<i>Current Standards</i>	<i>Proposed Rules in WACs January 2005¹</i>
Timeline		These rules take effect for all freshmen seeking admission to the state's public baccalaureate institutions during and after the summer 2008 academic term.
Academic Distribution Requirements		Students must take a minimum of 3 credits of core courses each year of high school, including the senior year.
<i>English</i>	4 years , including 3 years of literature and composition.	4 credits of English, including 3 credits of literature and composition; may include one credit of elective English, such as creative writing, journalistic writing and English as a second language.
<i>Mathematics</i>	3 years , including algebra, geometry and advanced mathematics.	4 credits of mathematics, with at least 1 credit completed in senior year of high school, including: 1 credit each of algebra, geometry, and intermediate algebra or 3 credits of integrated math through integrated math III; and 1 credit that may include courses such as a math elective, statistics, or an algebra-based science course.
<i>Science</i>	2 years , including 1 year of laboratory science (equivalent of biology, chemistry, physics, or principles of technology). Note: Students applying for college freshman admission beginning in fall 2010 must have completed 2 years of laboratory science, including 1 year of algebra-based biology, chemistry or physics.	2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics. Note: the requirement for 2 years of laboratory science, including 1 year of algebra-based biology, chemistry or physics is moved up from 2010 to 2008.

¹The December 2004 proposal submitted to the board referred to "year long courses." In the proposed WACs approved by the board at its January 2005 meeting, the wording was changed to "credits" in recognition of schools that schedule an equivalent course in a shorter time period (block scheduling by many high schools results in year-long courses being offered in one term, or half-year).

Minimum Admission Standards - Increasing College Readiness as a Means to Increasing Student Success

Appendix B

<i>Foreign Language</i>	2 years of the same foreign language, Native American language, or American Sign language.	2 credits of the same foreign language, Native American language, or American Sign language.
<i>Arts</i>	1 year of fine, visual or performing arts or electives from any of the other required subjects.	1 credit of fine, visual, or performing arts, or 1 additional credit in math, English, social science, laboratory science, foreign language, native American language or American sign language.
Minimum Grade Point Average	Minimum unweighted cumulative Grade Point Average of 2.0 on a 4.0 scale.	No change
Admission Index (Each student receives a score based on grade point average and college admission test scores.)	Achieve a minimum score of at least 13 at Central, Eastern and Western Washington universities and The Evergreen State College, and at least 28 at Washington State University and the University of Washington.	Eliminate the Admission Index requirement
Required tests	SAT or ACT	SAT or ACT. Students unable to provide standardized test scores may petition the institution for a waiver. International students are not required to provide test scores. No more than 5 percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement. Note: Students who pass all sections of the WASL will be determined to have completed the first two years of high school core requirements in English and math.
Comprehensive Review	Institutions may admit students who do not meet the minimum standards by considering such non-academic characteristics as a personal essay, community activities, personal circumstances or special talents. No more than 15 percent of new freshmen at each institution may be admitted through this alternative process.	No change

Source List:

Accountability for Better Results, A National Imperative for Higher Education, National Commission Accountability in Higher Education, SHEEO, March 2005.

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Closing the Achievement Gap, A Policy Action Guide for Washington's State School Districts, 2002.

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National Commission on the Higher School Senior Year, *From Rest Stop to Launching Pad*, October 2001.

NCSM Journal of Mathematics Education Leadership, National Council of Supervisors of Mathematics, Fall-Winter, 2004-05.

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One-Third of a Nation: *Rising Dropout Rates and Declining Opportunities*, ETS Policy Information Report, February 2005.

Rising to the Challenge: Are High School Graduates Prepared for College and Work? - A Study of Recent High School Graduates, College Instructors, and Employers, Conducted for: Achieve, Inc., February 2005.

Standards for What? The Economic Roots of K-16 Reform, ETS Report, 2003.

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June 2005

Program and Facility Approval: Proposed Revisions to Current Policy and Procedures

Master Plan Policy Goal 6: Meeting Regional Higher Education Needs

I. Overview of Regional Planning Efforts

The 2004 Strategic Master Plan for Higher Education calls for state policymakers to link the plan's goals with the state's higher education needs and resources. "To accomplish the goals of the strategic master plan, the state must identify the needs of various regions and devise appropriate strategies."

Board staff have been working closely with the institutions on three interrelated regional planning projects. Representatives from the institutions have provided valuable feedback and advice, much of which has been incorporated into the documents and planning tools described in this report. Once completed, the three projects will enable the board to assess the size and shape of the state's current higher education system and develop plans for the future of higher education in Washington.

A key underlying principle of these projects is that academic planning should drive all other planning in the higher education system at both the state and institutional levels, and all decisions about projects or campus physical plants should be based primarily on the academic needs of the region and state.

Program and Facility Inventory

Board staff are combining information gathered from previously separate approval processes into a single inventory. The inventory will include information about degree programs offered by public and nonpublic institutions. It also will list the major off-campus facilities purchased and leased by public institutions and indicate whether the facility houses academic programs, research activities, or other activities. Board staff will be working closely with the institutions and the State Board for Community and Technical Colleges to complete the inventory by September 2005.

Needs Assessment

In addition, board staff are identifying data sources and developing the structure for the state and regional needs assessment envisioned in the strategic master plan. The needs assessment will examine current and projected student, employer, and community need for degrees. Staff will compare the need with the supply of degrees conferred in existing programs and identify gaps between need and supply. Staff expect to finalize the data sources, structure, and methodology for the needs assessment by June 2005 and publish the first needs assessment by July 2005.

Program and Facility Approval Policy and Procedures

Finally, staff are proposing revisions to the board's current policies for program and facility approvals. Specifically, the proposed revisions:

- Integrate what were previously separate approvals for new degree programs and purchases or leases of major facilities
- Require institutions to demonstrate how their proposed programs and facilities fill a gap identified in the needs assessment or a need specific to a region or industry
- Reflect the board's vision of allowing off-campus programs to grow, where sufficient need is demonstrated, from teaching sites to learning centers, and in certain circumstances, into new colleges or universities

In March, staff presented a progress report on the development of the inventory, needs assessment, and proposed policy. At today's meeting, staff will present the proposed *Program and Facility Approval Policy and Procedures* for board discussion, with final board approval scheduled for July.

II. Proposed Revisions to Program and Facility Approval Policy and Procedures

Background

The board approved revisions to its *Guidelines for Program Planning, Approval and Review* in January 2001 (Resolution 01-02) and its *Off-campus Property Acquisition Policy* in April 1992 (Resolution 92-16). The *Program and Facility Approval Policy and Procedures* will replace these two policies.

The proposed revisions cover seven areas of responsibility assigned to the board. House Bill 3103, enacted into law in 2004, and House Bill 1794, enacted into law in 2005, gave the board responsibility for approving the following:

- New degree programs by a four-year institution
- Creation of any off-campus programs by a four-year institution
- Purchase or lease of major off-campus facilities by a four-year institution or a community or technical college
- Creation of higher education centers and consortia
- New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college

- Applied baccalaureate degree programs developed by a community or technical college under Section 6 of HB 1794 (Section 6 created a process for the State Board for Community and Technical Colleges to select four colleges to develop and offer applied baccalaureate degrees on a pilot basis)
- Agreements between a community or technical college and one or more regional universities, branch campuses, or the state college to offer baccalaureate degree programs under the pilot program established in Section 12 of HB 1794

The proposed revisions allow readers to easily refer to the areas of most interest to them. For example, board members and institutional planners are likely to be interested in the section describing the board's policy and the criteria the board will use in approving programs and facilities. Institutional administrators are likely to be interested in the section describing the approval procedures.

Key Revisions to Current Board Policies

The proposed revisions do the following:

- Combine policies previously contained in the board's *Guidelines for Program Planning, Approval and Review* and in its *Off-campus Property Acquisition Policy*
- Better reflect the core values of the master plan, with its emphasis on placing the needs and interests of students at the center of higher education decision-making
- Reflect recent legislative changes to the board's responsibilities
- Create a single set of criteria by which programs and facilities will be evaluated.

The institution will be required to demonstrate how its proposal meets five criteria. Board approval will be based on evidence that the program or instructional site would likely:

- Support the unique role and mission of the institution(s)
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Demonstrate that the need is commensurate with the costs to be incurred
- Be free from unnecessary program duplication

The proposed revisions also contain a list of the board's areas of authority. This section highlights the board's responsibilities within three categories: 1) new degree programs; 2) new off-campus sites and off-campus property acquisitions; and 3) continuing degree programs and locations.

Key Revisions to Current Board Procedures

The proposed revisions to current procedures are summarized below.

Revision to title of document

The new title, *Program and Facility Approval Policy and Procedures*, reflects the integration of degree and program approval with the planning process for centers and other off-campus sites.

Changes in law

The proposed revisions reflect changes in the board's authority due to HB 3103, enacted into law in 2004, and HB 1794, enacted into law in 2005.

Academic program planning

An institution will be able to submit a “pre-proposal” for a new program at any time. This change will enable institutions to respond more quickly to student, employer, and community needs. Currently, an institution submits planning requests in a biennial report.

State and regional needs assessment

New academic program proposals must reference the statewide and regional needs assessment. Proposals must specifically address student, employer, and community demand for the program, and demonstrate that projected capacity at public and private institutions is not sufficient to meet this demand. When establishing a center or purchasing or leasing a major off-campus facility, an institution also must demonstrate that its request addresses student, employer and community needs. The HECB will evaluate proposals based on the degree to which they align with the statewide needs assessment and strategic master plan.

Currently, each institution conducts a needs assessment for each individual program or location as part of the proposal process. As a result of this change, the statewide needs assessment will drive statewide planning for programs and facilities. Institutions will then develop programs to address needs identified in the statewide plan.

Classifying off-campus teaching sites and centers

Each facility that houses off-campus academic programs will be classified as either a teaching site or a center. Ultimately, the board will use the needs assessment to determine whether there is a need for any of the sites or centers to grow into branch campuses, system campuses, or four-year institutions. Previously, there was no definition or categorization of the variety of off-campus academic programs created by the institutions. As a result of this change, institutions and policymakers will have a common understanding of the role of teaching sites and centers and their potential to grow through careful planning into branch campuses, system campuses, or four-year institutions.

Major off-campus facilities

Under the proposed revisions, the board will approve the purchase or lease of facilities in excess of 6,000 square feet with an annual lease cost of \$60,000 or more. In addition, the board will approve the purchase or lease of unimproved property of one-half acre or more. Previously, leases with an annual cost of \$30,000 were subject to board approval. The changes reflect increases in lease costs.

Timelines

Institutions will have two years from the approval date of a planning pre-proposal to develop a full proposal. Institutions will have three years from the approval date of a new program to implement the program.

Forms

A variety of forms will be available. Institution staff will be able to download them from the HECB Web site and complete many of them electronically.

Next Steps

Board members are asked to discuss the proposed revisions to current policy and procedures. Staff will then bring a final proposal to the board for its approval at the July meeting.



Program and Facility Approval Policy and Procedures

Washington Higher Education Coordinating Board

June 2005

PROGRAM AND FACILITY APPROVAL POLICY AND PROCEDURES

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I. Overview

The Higher Education Coordinating Board (HECB) is charged with overseeing state higher education resources. A key aspect of this role is the planning and coordination of academic programs and off-campus facilities, including teaching sites and centers. The *2004 Strategic Master Plan for Higher Education* lays out two goals that guide the work of the HECB:

1) increasing opportunities for students to earn degrees, and 2) developing a higher education system responsive to the state's economic needs. Key strategies in the master plan to assist in achieving these goals include the development of new planning tools and the integration of previously separate approval processes for new degree programs with the purchases and leases of major campus facilities.

The HECB is proposing revision to its policy and procedures in *Program and Facility Approval Policy and Procedures* to reflect changes in the law (RCW 28.B.76.230) and implement the *2004 Strategic Master Plan for Higher Education*. This document integrates degree and program approval for the four-year public institutions with the planning process for centers and other off-campus facilities. The board last approved revisions to its *Guidelines for Program Planning, Approval and Review* in January 2001 (Resolution 01-02) and revisions to its *Off-campus Property Acquisition Policy* in April 1992 (Resolution 92-16). The *Program and Facility Approval Policy and Procedures* replaces these two documents.

The goal of these proposed revisions is to develop a process for program approval that provides clear criteria for program approval and offers ample opportunity for interested parties to provide feedback on program proposals. The proposed revised policies and procedures will provide institutions and the HECB with two new planning tools: 1) a statewide and regional assessment of student, employer, and community needs for degrees and education, and 2) a program and facility inventory that identifies academic degree program offerings and the facilities where programs are offered for both public and private institutions. Policies reflect the board's vision of allowing off-campus programs to develop progressively from teaching sites to learning centers and, under certain circumstances, into new colleges or universities.

The proposed policy and procedures cover seven areas of authority assigned to the board. The Legislature revised the board's authority in 2004 under HB 3103, and again in 2005 under HB 1794, recently signed by Governor Gregoire. The law gives the board authority for approving:

- New degree programs by a four-year institution
- Creation of any off-campus programs by a four-year institution
- Purchase or lease of major off-campus facilities by a four-year institution or a community or technical college
- Creation of higher education centers and consortia
- New degree programs and creation of off-campus programs by an independent college or university in collaboration with a community or technical college
- Applied baccalaureate degree programs developed by a community or technical college under Section 6 of HB 1794 (Section 6 created a process for the State Board for Community and Technical Colleges to select four community or technical colleges to develop and offer applied baccalaureate degrees on a pilot basis)

- Agreements between a community or technical college and one or more regional universities, branch campuses, or state colleges to offer baccalaureate degree programs under the pilot program established in Section 12 of HB 1794

The following programs and facilities are *not* subject to the board's policies and procedures:

- Noncredit programs of the four-year institutions
- Programs offered by independent colleges and universities and out-of-state institutions (these programs are subject to approval under the HECB's policies and procedures related to Degree Authorization available at: <http://www.hecb.wa.gov/autheval>)
- Programs offered by community or technical colleges that are fewer than 120 credits and do not involve collaboration with an independent college or university
- Lease and purchase of non-major off-campus facilities, agricultural research facilities, and marine vessels

The board delegates to the executive director the authority to review and update the *Program and Facility Approval Policy and Procedures* document as needed to incorporate policy changes adopted by the board and Legislature.

II. Policies and Areas of Authority

Policies

The governing boards of the public higher education institutions (e.g., Board of Regents, Board of Trustees) are charged with developing new degree programs and assessing the academic quality of the curriculum, evaluating the capacity of the institutions to offer programs efficiently, and using resources wisely.

The HECB has statutory responsibility for approving baccalaureate and graduate degree programs and off-campus facilities offered by the public four-year institutions (and, in instances where required by statutory authority, the public two-year institutions). The HECB implements its statutory authority by adopting policies and procedures contained in the document, *Program and Facility Approval Policy and Procedures*.

The HECB will approve new baccalaureate and graduate degree programs and off-campus facilities that align with and/or implement the statewide strategic master plan strategies to increase opportunities for students to earn degrees and respond to the state's economic needs. Board approval will be based upon evidence that the program or off-campus facility is likely to:

- Support the unique role and mission of the institution(s)
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Provide access for diverse student populations
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources
- Be free from unnecessary program duplication

Board policy and procedures address several areas of authority described below. The enabling authorization is Washington State statute and/or board policy necessary to implement the board's responsibilities.

Areas of Authority

A. New Degree Programs

A-1 New Degree Program The HECB approves new baccalaureate and graduate programs offered by Washington public colleges or universities. *RCW 28B.76.230 (5)(a)*

A-2 Program and Facility Inventory The HECB maintains a program and facility inventory. The inventory includes all postsecondary credit degree and certificate programs, including locations where programs are offered which are approved for planning or implementation in Washington. *RCW 28B.76.230 (2)(b)*

- A-3 State and Regional Needs Assessment** On a biennial basis, the HECB will publish a state and regional needs assessment. The needs assessment includes projections of enrollments and degree programs at public and private institutions. The assessment will consider student, employer, and community demand for postsecondary enrollment and degrees. The assessment will be an integral part of the program planning and approval process. *RCW 28B.76.230 (1)(2)*
- A-4 Approval to Plan a New Degree Program** The HECB approves initial plans for new baccalaureate and graduate degree programs. Planning authority will expire two years from approval. *RCW 28B.76.230 (5)(a)*
- A-5 New Degree Proposal** Once institutional planning is complete, the HECB approves new baccalaureate and graduate degree programs proposals. The institution must enroll students within three years following approval or approval is rescinded. *RCW 28B.76.230 (5)(a)*
- A-6 Extension of an Existing Program to a New Location** The HECB approves the extension of existing degree programs to new locations or via distance delivery. *RCW 28B.76.230 (5)(b)*
- A-7 Program Assignment** The HECB determines whether certain major lines of study or types of degrees, including applied degrees or research-oriented degrees, are assigned uniquely to some institutions or institutional sectors in order to create centers of excellence that focus resources and expertise. *RCW 28B.76.230 (4)*
- A-8 Applied Baccalaureate Degrees of Two-Year Institutions** The HECB approves applied baccalaureate degree programs offered by Washington community and technical colleges. *RCW 28B.76.230 (5)*
- A-9 Professional/Technical Education** The State Board for Community and Technical Colleges approves new programs offered by the community and technical college system, except in the case of programs of over 120 quarter credit hours, which also require HECB review. *HECB Resolution 01-02, 2001 Guidelines*
- A-10 Agreements Between Community or Technical Colleges and a Regional University, State College, or Branch Campus to Offer Baccalaureate Degree Programs** The HECB approves agreements, as authorized under HB1794 Section 12, between a community or technical college and a regional university, state college, or branch campus to offer baccalaureate degrees. *RCW 28B.50. (HB 1794 Section 12)*
- A-11 New Degree Programs and Creation of Off-campus Programs Established through Collaboration between a Community or Technical College and an Independent College or University** The HECB approves new degree programs and creation of off-campus programs by an independent college/university in collaboration with a community or technical college. *RCW 28B.76.230 (5)(e)*

- A-12 Change in Title and/or Classification of Instructional (CIP) Code of Academic Program** The HECB approves changes in the title and/or CIP code of a previously approved baccalaureate or graduate degree program. *RCW 28B.76.230 (2)(b)*
- A-13 Discontinuing a Program** When discontinuing a program through suspension, termination, or merger of two or more academic degree programs, the institution must notify the HECB. *RCW 28B.76.230 (8)*
- A-14 Non-credit Program** Non-credit programs delivered by the institutions on a self-supporting (fee) basis that do not require the expenditure or use of any state funds are *not* subject to board approval.

B. New Off-campus Facilities and Off-campus Property Acquisitions

- B-1 New Off-campus Instructional Facilities** The HECB approves new off-campus instructional facilities whether through lease arrangement or purchase within the following categories: teaching site, center, system campus, or new four-year institution. *RCW 28B.76.230 (5)(b)(c)(d)*
- B-2 Change in Status of Off-campus Facilities** The HECB approves changes in the classification of a previously approved off-campus teaching facility (or recommends legislation to implement a change when required). *RCW 28B.76.230 (5)(d)*
- B-3 Relocation or Renaming of Existing Off-campus Facility** Institutions are required to notify the HECB of any change in address for an existing teaching site, center, or campus. *RCW 28B.76.230 (5)*
- B-4 Acquisition of Major Off-campus Facilities** The HECB approves the acquisition of major off-campus facilities for the public universities and community and technical colleges. *RCW 28B.76.230 (5)(c)*

C. Continuing Degree Programs and Locations

- C-1 Biennial Review of Academic Enrollments, Programs, and Locations** Biennially, the HECB reviews institutions' academic enrollments, programs, and locations where programs are offered. This review includes the status of new degree and certificate programs initiated within the previous five-year period, and current degree and certificate programs offered at off-campus locations. *RCW 28B.76.230 (2)(b)*

- C-2 Continuing Internal Academic Program Review** The HECB requires the institutions to review each existing academic degree program on a cycle adopted by the institution (e.g., every five, seven, or 10 years). After completion of the internal program review, the institution submits a Continuing Program Review Report to the HECB. The HECB may request additional information about specific degree programs in order to carry out statewide planning and coordination functions. [1993 C 363 § 1]
- C-3 Status of Institutional Programs by Location** The HECB periodically verifies and reports on the location and size of institutional programs.
RCW 28B.76.230 (2)(b)

III. Procedures by Area of Authority

The following procedures contain the areas of HECB authority listed by letter and number (e.g., A-1) in bold followed by procedures for implementation. Forms to implement procedures are provided in Appendix B.

All correspondence and forms should be directed to: HECB, Attn: Program and Facility Approval, PO Box 43430, Olympia, WA 98504-3430 or pfa@hecb.wa.gov

A. New Degree Programs

A-1 New Degree Program The HECB approves new baccalaureate and graduate degree programs offered by a Washington public college or university.
RCW 28B.76.230 (5)(a)

A new degree program application to the HECB includes a two-step process: 1) degree program planning pre-approval and 2) a degree program proposal.

Definitions of the degree programs that fall under this policy are as follows:

- The *degree or certificate program* is a course of study with a prescribed set of requirements, which a student must complete. It is identified by a specific degree title and a specialized body of knowledge reflected normally as a major subject matter area. The name of the degree major or certificate must reflect accurately the skills, competencies, and knowledge to be attained in the course of studies.
- A *baccalaureate degree* is an undergraduate degree normally representing about four years (120 semester or 180 quarter units) of college study or its equivalent in depth and quality of learning experience.
- A *credit-based certificate program* is a program of study of an academic year or more containing a recognizable body of instruction for which a certificate is granted. A certificate program may be offered at the undergraduate (baccalaureate certificate) or graduate level (post-baccalaureate or graduate level certificate).
- A *master's degree program* normally represents about one year (30 semester or 45 quarter units) of post-baccalaureate study or its equivalent in depth and quality. Some degrees emphasize research while others emphasize practical application of knowledge in the field. A professional master's program normally requires up to two years or the equivalent of coursework beyond the baccalaureate level.
- A *doctoral degree program* normally requires three years or more of graduate level coursework. Some degrees emphasize research and require an original research thesis or project. A professional doctoral degree emphasizes application of knowledge in the field.

When there is doubt about whether a curriculum modification or group of courses should be classified as a new degree program, the HECB should be contacted for advice. For example, what may seem like a new program requiring a proposal based on these guidelines, may actually be a request to rename a program or to consolidate several existing programs. Cases such as these may be settled after an exchange of correspondence and a routine decision, rather than on the basis of a fully developed proposal. Conversely, a coherent series of courses offered on a regular schedule may constitute a new program and result in an institution's being asked for a degree program proposal.

A-2 Program and Facility Inventory The HECB maintains a Program and Facility Inventory (PFI). The inventory includes all postsecondary credit degree and certificate programs and the locations where programs are offered that are approved for planning or implementation in Washington. RCW 28B.76.230 (2)(b)

The HECB develops and maintains a public information and academic planning tool -- the Washington Higher Education Program and Facility Inventory. The inventory is a statewide web-accessible inventory (database) of higher education programs. It includes the following: 1) all college-level programs approved for veteran's benefits at the two- and four-year institutions, 2) programs from the degree-authorized institutions, and 3) programs approved by the HECB and SBCTC for operation in Washington.

The HECB publishes the annual date for corrections to the inventory. Two-year institutions will annually review their program information and send corrections to the SBCTC, which will provide corrections to the HECB. The four-year institutions will annually review their program information and submit corrections to the HECB directly.

A-3 State and Regional Needs Assessment On a biennial basis, the HECB will publish a state and regional needs assessment. The needs assessment includes projections of enrollments and degree programs at public and private institutions. The assessment will consider student, employer, and community demand for postsecondary enrollment and degrees. The assessment will be an integral part of the program planning and approval process. RCW 28B.76.230 (1)(2)

New academic program proposals will reference the statewide and regional needs assessment developed by the HECB, in collaboration with other agencies and the public and private colleges and universities.

The HECB will evaluate programs submitted for approval on the basis of the degree to which they align with state needs outlined in the statewide needs assessment and the strategic master plan. Proposals must specifically address student, employer, and community demand for the program and demonstrate that projected capacity at public and private institutions is not sufficient to meet this demand.

The state and regional needs assessment will consist of a report published every two years in July and will be supplemented by special reports providing greater detail on lines of study, occupations, or regions that exhibit exceptional need. The reports will be available at the HECB Web site at www.hecb.wa.gov.

RCW 28B.76.230 (1) (2)

A-4 Approval to Plan a New Degree Program The HECB approves initial plans for new baccalaureate and graduate degree programs. Planning authority expires two years from approval. *RCW 28B.76.230 (5)(a)*

An institution will submit a Planning Notification of Intent (Planning NOI) to develop a new degree program at the beginning of the program development process. The Planning NOI will be submitted at least nine months prior to the proposed start date of the program.

The Planning NOI may be submitted electronically online at <http://www.hecb.wa.gov/autheval/>.

The Planning NOI will include the following information (Appendix B.1):

- Institution name
- Degree title
- CIP number
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need. The statement of need must reference the most recent revision of the regional and statewide needs assessment conducted by the HECB every two years. The institution may also reference its own assessment of student, employer, and community needs.
- Source of funding
- Year one enrollment and full enrollment targets (FTE and headcount)

The HECB staff will post the institution's Planning NOI on its Web site generally within five business days of receipt and notify Washington public colleges and universities and other stakeholders. Stakeholders will have 30 days to review and comment on the Planning NOI.

The HECB review of a new program plan will focus on the degree to which the proposed program would support the unique role and mission of the institution(s); meet state and/or regional student, employer, and community needs; and be free from unnecessary program duplication.

Following the public comment period, the HECB will make one of the following determinations: 1) grant the institution permission to develop a full proposal, 2) return the program to the institution for further development, or 3) disapprove the program.

After a new degree program receives “permission to develop proposal status,” the HECB will enter the program into the Academic Program Inventory available at the HECB Web site as a “program in planning.”

An institution must prepare and submit a program proposal to the HECB for review within two years of notification of approval by the HECB. If this does not occur, program approval will sunset and a new Planning NOI will be required prior to future program development.

At any point in the two-year, the institution may period notify the HECB that it wishes to withdraw permission to plan the new degree program. Following notification, the HECB will remove the degree program from the planning list in the Academic Program Inventory.

A-5 New Degree Proposal Once institutional planning is complete, a new degree proposal must be sent to the HECB for review and approval. The institution must enroll students within three years following initial approval or approval is automatically rescinded. RCW 28B.76.230 (5)(a)

The board reviews new degree program proposals submitted to the HECB using criteria described in its policies and procedures document. Proposals are submitted no less than three months prior to the start date of the program. Approved programs must begin to enroll students within three years unless extended by the board. If this does not occur, program approval will sunset.

An institution will submit one electronic copy of its proposal to the HECB no less than three months prior to the anticipated start date of the program to allow sufficient time for staff review, consultation with the institution, and preparation of a report to the board.

The program proposal may be submitted by completing the electronic cover sheet online at: <http://www.hecb.wa.gov/autheval/> with attached documents.

The program proposal must contain the required elements reviewed below in two parts: 1) Part I forms will be posted to the Web site for public comment and will include the proposal and Appendices B.4 (Required Course Work) and B.5 (Enrollment and Graduation Targets), and Appendix B.8 (Site Planning – Lease or Acquisition), if required; and 2) Part II will include Appendices B.6 (Program Personnel) and B.7 (Summary of Program Costs and Revenue) .

The following groups will complete an external review of each program proposal:

Two external experts selected by the HECB and the institution. The HECB will provide the institution with the names of potential reviewers for the program. If the institution objects to a reviewer identified by the board due to a perceived conflict of interest, program emphasis, or other issue; the institution may consult with board staff to select an alternate reviewer for the program. The institution

will pay all costs associated with the review. The external review will be attached as an appendix to the program proposal submitted to the HECB.

Washington public baccalaureate institutions: The HECB will post the institution's proposal (Part I) to its Web site for a 30-day comment period. HECB staff will notify the other Washington public institutions and other stakeholders, and invite comments related to the proposed program to be submitted directly to the HECB staff. Once the public comment period closes, the HECB will delete the institution's proposal from the Web site.

HECB staff will review all proposals to offer new degree programs and will prepare an executive summary for the board highlighting information about whether the program is likely to:

- Support the HECB strategic master plan goals of
 - Increasing opportunities for students to earn degrees
 - Responding to the state's economic needs
- Support the unique role and mission of the institution(s)
- Foster high-quality programs that enable students to complete their studies in a reasonable amount of time
- Meet state and/or regional student, employer, and community needs
- Provide access for diverse student populations
- Demonstrate that the need is commensurate with the costs to be incurred and represents an effective use of fiscal resources
- Avoid unnecessary program duplication

HECB staff may request clarification of items included in the proposal during the review process. As part of its review process, staff may seek the advice of colleagues from educational institutions, public agencies, and private industry.

The HECB will share a draft of the executive summary with the institution before placing it on the board's regularly scheduled meeting agenda for review and approval. Once approved, the HECB will send a copy of the board's resolution and approval letter to the institution and enter the program into the HECB Program and Facility Inventory. The HECB will submit the program to the State Approving Agency for approval for veteran's benefits.

The institution should notify the HECB if the projected implementation date of an authorized program is changed and explain the reason for the delay. Approved programs that have not been implemented within three years after their projected starting date will automatically be reviewed by the HECB to determine their future status. In some cases, the institution will be required to submit a new program proposal for board review and approval prior to implementation of the program. In special circumstances, the institution may request an extension of the time limit by updating germane areas of the proposal in consultation with HECB staff.

The HECB may conditionally approve a program. Any such program will be considered conditional and subject to special review within a specified period of time. This review is the responsibility of the sponsoring institution and will comply with the conditions set forth by the HECB at the time of approval. The designation of “conditional” will imply that the progress of this program will be followed more closely than others and that proposals to offer similar programs at other locations will normally not be considered until an institutional evaluation of the conditionally approved program has been accepted by the HECB.

A proposal to establish a new degree program will include the following:

Relationship to Institutional Role, Mission, Program Priorities Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.

Documentation of Need for Program Describe the relationship of the program to the regional and statewide needs assessment for higher education, including student, employer, and community demand for the program. An institution may also provide objective data, studies, or the results of institutional needs assessments conducted to document a special need that is not identified in the regional and statewide needs assessment.

Support of the Statewide Strategic Master Plan for Higher Education Describe how the program will support HECB policies and goals for higher education as articulated in the 2004 Strategic Master Plan for Higher Education.

Relationship to Other Institutions Reference the HECB Academic Degree Program Inventory and identify similar programs offered by public or independent institutions in the region. Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary. Describe options for collaboration with other institutions, businesses, and/or community organizations considered in the development of the proposal.

Curriculum Describe credit-hour requirements for the program, requirements for admission and degree completion, including prerequisite coursework and other special requirements. Describe the program plan for articulation with two-year college degree programs, including identification of major-ready pathways, if applicable (for bachelor's degree programs). Indicate when the program would be offered (day/evening/weekend), where the program would be offered (campus location(s) and/or distance learning), and the delivery mechanism (in-person classroom, online, other distance).

Infrastructure Requirements Describe required infrastructure improvements, including the need for additional library or technology resources, special space requirements (laboratory space or special classrooms), and equipment needs. Costs and sources of funding associated with these improvements should be outlined in the budget section of the proposal.

Faculty Provide a profile of the anticipated faculty (e.g., full-time, part-time, regular, continuing, adjunct) that will support the program and the total FTE allocated to the program. There should be a sufficient number of qualified faculty dedicated to a new program. This number will vary depending on the discipline, nature of the program, and anticipated number of students.

Administration Describe the staffing plan for administrative and support services for the program.

Students Describe the student population to be served. Provide projected enrollments for five years or until full enrollment is reached (whichever is longer). Detail efforts planned to recruit and retain a diverse student body.

Accreditation Indicate whether the institution will seek specialized program accreditation. If so, discuss plans for accreditation and identify the appropriate accrediting body.

Program Assessment Describe the institution's plan for assessing how well program objectives will be met. Describe how the assessment information will be gathered and used.

Student Assessment Describe expected student learning outcomes of the program and how student learning outcomes will be measured and results used.

Budget Describe program cost and impact on other programs or departments within the institution. Include information on headcount FTE; FTE funding from state or self-support; other funds requested/needed; if reallocation, impact on other programs (especially if moving FTE); and contingency, if FTE funding is not provided. Identify the amounts and sources of all program funding for year one of the program and the year it is expected to reach full enrollment. For programs that will rely on non-state funding, describe the sources of funding and minimum enrollment threshold to offer the program. For self-support programs, indicate any current plans to migrate to future state funding.

External Evaluation of Proposal In an appendix to the proposal, provide copies of the external evaluators' reports or letters to the institution. Summarize the institution's responses and subsequent modifications to the proposal based on evaluators' recommendations.

Forms Additional forms are available in Appendix B.

A-6 Extension of Existing Program to New Location The HECB approves the extension of existing degree programs to new locations or via distance delivery. RCW 28B.76.230 (5)(b)

An institution will submit a Notification of Intent (Location NOI – Appendix B.3) for an existing program to be offered at an off-campus location, via distance learning, or a combination of delivery methods. The institution must submit a Location Notice of Intent at least 45 days prior to the proposed start date of the program.

If the program would be the first offered at a new location, the institution must also submit appropriate documentation for the creation of a new off-campus instructional site as outlined in section B-1 of this document (Appendix B-8). An institution will submit the Location NOI and any attachments via the HECB Web site.

The Location NOI will include the following information:

- Institution name
- Degree title
- CIP number
- Delivery mechanisms (face-to-face, online, two-way video, one-way video, hybrid, other)
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year one and full enrollment targets (FTE and headcount)

HECB staff will post the institution's Location NOI on its Web site within five business days of receipt and notify the other public four-year institutions. The other public four-year institutions and HECB staff will have 30 days to review and comment on the Location NOI. The Location NOI will be removed from the Web site after 30 days. The HECB will notify the campus of its decision, following a review of comments received and staff analysis. Criteria used for the evaluation would be consistent with those outlined under new degree proposal (section A-5 of this document).

HECB staff will enter approved new locations for existing degree programs into the HECB Program and Facility Inventory.

A-7 Program Assignment The HECB determines whether certain major lines of study or types of degrees, including applied degrees or research-oriented degrees, are assigned uniquely to some institutions or institutional sectors in order to create centers of excellence that focus resources and expertise. RCW 28B.76.230 (4)

Based on the findings of the needs assessment, the HECB will periodically review the assignment of major lines and types of degrees to some institutions and make policy (or recommend legislation as necessary) to implement changes in the assignment of major lines of study or types of degrees approved by the board.

The following programs are currently assigned to a limited number of institutions:

- *Courses exclusive to the University of Washington:* law, medicine, forest products, logging engineering, library sciences, aeronautic and astronautic engineering, and fisheries. RCW 28B.20.060

- *Courses exclusive to Washington State University:* agriculture in all its branches and subdivisions, veterinary medicine, and economic science in its application to agriculture and rural life. *RCW 28B.30.060., RCW 28B.30.065*
- *Major lines common to the University of Washington and Washington State University:* pharmacy, architecture, civil engineering, mechanical engineering, chemical engineering, and forest management (as distinguished from forest products and logging engineering which are exclusive to the University of Washington). *RCW 28B.10.115*
- *Teachers' training courses:* The University of Washington, Washington State University, Central Washington University, Eastern Washington University, Western Washington University, and The Evergreen State College are authorized to train teachers and other personnel for whom teaching certificates or special credentials prescribed by the State Board of Education are required, for any grade, level, department, or position of the public schools of the state. *RCW 28B.10.140*

A-8 Applied Baccalaureate Degrees of Two-Year Institutions The HECB approves applied baccalaureate degree programs offered by Washington community and technical colleges. *RCW 28B376.230 (5) (HB 1794)*

HB 1794 authorizes the State Board for Community and Technical Colleges to select four community or technical colleges to develop and offer programs of study leading to an applied baccalaureate degree.

A pilot college may develop curriculum, and design and deliver courses leading to an applied baccalaureate degree. Degree programs developed under this section are subject to approval by the State Board for Community and Technical Colleges and by the Higher Education Coordinating Board, following the policies and procedures outlined in sections A-4 and A-5 of this document.

An applied baccalaureate degree is an undergraduate degree offered in a field of study in an applied field that is designed to build upon an associate of applied science degree.

A-9 Professional/Technical Education The State Board for Community and Technical Colleges approves new programs offered by the community and technical college system, except in the case of programs of over 120 quarter credit hours, which also require HECB review. *HECB Resolution 01-02 – 2001 Guidelines*

The HECB recognizes that professional/technical associate degree programs may increase credit hour requirements due to advances in the knowledge and/or skill requirements of the occupation and/or increasing course requirements of the degree program's specialty accreditation organization or industry group. Such degrees may well exceed 120 credit quarter hours and, in some instances, approximate or even exceed the credit hours typical of a baccalaureate degree (180 quarter hours).

For associate degree or certificate programs requesting to exceed 120 quarter credit hours, the institution will submit its request to the SBCTC, following procedures described at: www.sbctc.ctc.edu. The SBCTC will forward the request to the HECB for review and approval following, or concurrent, with its own review.

The HECB is charged by state law with representing the broad public interest above the interests of the individual colleges and universities. With the development of applied baccalaureate degrees in Washington, the board will review high-credit associate degrees or certificate programs (those requiring more than 120 quarter credit hours) to ensure that students are provided the opportunity to transfer college credits toward a baccalaureate degree, if feasible. The HECB's interest in reviewing high-credit associate degree or certificate programs is to monitor, in collaboration with the SBCTC, the development of these programs for comparison with baccalaureate programs, with a focus on considerations of equivalence.

A-10 Agreements between Community or Technical Colleges and a Regional University, State College, or Branch Campus to Offer Baccalaureate Degree Completion Programs The HECB approves agreements as authorized under HB1794 Section 12 between a community or technical college and a regional university, state college, or branch campus to offer baccalaureate degrees. *RCW 28B.50. (HB 1794 Section 12)*

A community or technical college selected by the State Board for Community and Technical Colleges may enter into an agreement with a regional university, state college, or university branch campus to offer a baccalaureate degree. The SBCTC will allocate funds to the community or technical college for the purpose of entering into such an agreement. Students enrolled in programs under the agreement will be considered students of the four-year college or university for all purposes, including tuition and reporting of state-funded enrollments. Agreements are subject to HECB approval. A request for approval to the HECB must include a copy of the proposed agreement (contract or Memorandum of Understanding) and the following information about the program:

- The names of the institutions participating under the agreement
- Degree title
- CIP number
- Delivery mechanism
- Location
- Implementation date
- Student population to be served and size of the proposed program; year one enrollment and full enrollment targets (FTE and headcount)
- Rationale for the new degree program with the following considerations: alternative modes of delivery and institutional role and mission
- Substantive statement of need: the statement of need must reference the most recent revision of the regional and statewide needs assessment

conducted by the HECB every two years. The institution may also reference its own assessment of student, employer, and community needs.

- Impact on other institutions and programs in the region and state
- Financial information (Appendix B.7)

HECB staff will post the proposal on its Web site generally within five business days of receipt and notify Washington public colleges and universities and other stakeholders. Stakeholders will have 30 days to review and comment on the proposal.

Following the public comment period, the HECB will make a decision on the proposal and notify the institutions and the SBCTC. Upon approval, the HECB will enter the new degree program into the HECB Program and Facility Inventory.

A-11 New Degree Programs and Creation of Off-campus Programs Established through Collaboration between a Community or Technical College and an Independent College or University The HECB approves new degree programs and creation of off-campus programs by an independent college/university in collaboration with a community or technical college. RCW 28B.76.230 (5)(e)

A community or technical college may enter into a collaborative degree program arrangement with an independent college or university subject to board approval. Programs may also require review and approval by the State Board for Community and Technical Colleges and/or the HECB Degree Authorization unit. Prior to entering into such an agreement, the community or technical college must submit to the board the following information for review and approval:

- Names of the institutions participating in the collaborative degree program
- Degree title
- CIP number
- Delivery mechanism
- Location
- Implementation date
- Student population to be served and size of the proposed program: year one enrollment and full enrollment targets (FTE and headcount)
- Rationale for the new degree program with the following considerations: alternative modes of delivery and institutional role and mission
- Substantive statement of need: the statement of need must reference the most recent revision of the regional and statewide needs assessment conducted by the HECB every two years. The institution may also reference its own assessment of student, employer, and community needs.
- Impact on other institutions and programs in the region and state
- Financial information (Appendix B-7)

The HECB staff will post the institution's proposal on its Web site generally within five business days of receipt and notify Washington public colleges and universities and other stakeholders. Stakeholders will have 30 days to review and comment on the Planning NOI.

Review of a collaborative program between a community or technical college and an independent college or university will be coordinated with HECB staff responsible for degree authorization and with the SBCTC, to ensure all required approvals are in place prior to the HECB's approval of a collaborative arrangement among institutions.

Following the public comment period, the HECB will decide to approve or disapprove the proposal and notify the institution. Upon approval, the HECB will enter the new degree program into the HECB Program and Facility Inventory.

A-12 Change in Title and/or Classification of Instructional (CIP) Code of an Academic Program The HECB approves changes in the title and/or CIP code of a previously approved baccalaureate or graduate degree program. RCW 28B.76.230 (2)(b)

Four-year institutions are required to notify the board of a change in the title and/or CIP code of an academic degree program previously approved by the HECB.

The institution will submit a letter to the HECB indicating the current program name and CIP code of the program, the revised name and CIP code of the program, and the effective date of the change.

The HECB will review the change to ensure that it is of a routine nature and notify the institution and State Approving Agency that it has accepted the change and updated the Program and Facility Inventory accordingly.

A-13 Discontinuing a Program When discontinuing a program through suspension, termination, or merger of two or more academic degree programs, the institution must notify the HECB. RCW 28B.76.230 (8)

A four-year institution must submit a letter to notify the HECB that it intends to discontinue or merge a program. The notification will include the following:

- Degree title
- CIP number
- Date of elimination, suspension, beginning of phase-out, termination
- Location (delete the extra line of space)
- Enrollments (FTE and headcount for past five years)
- Rationale for elimination

- Provisions for enabling enrolled students to graduate, including any plans for the program to be offered at another institution or for students to complete it elsewhere
- Disposition of the program's state resources

The Program and Facility Inventory will identify a program as discontinued when new students are no longer being admitted. The HECB will modify the Program and Facility Inventory to remove the program from the list of programs.

A-14 Non-credit Program Non-credit programs delivered by the institutions on a self-supporting (fee basis) basis do not require the expenditure or use of any state funds.

The universities may offer non-credit courses at any appropriate location. Non-credit programs are not included in the HECB Program and Facility Inventory.

B. New Off-campus Facilities and Off-campus Property Acquisitions

B-1 New Off-campus Facilities The HECB approves new off-campus facilities whether through lease arrangement or purchase within the following categories: teaching site, center, system campus or new four-year institution. RCW 28B.76.230 (5)(b)(c)(d)

An off-campus program is a degree program conducted away from the main campus.

The board's policy recognizes that new instructional facilities (sites) develop in various ways along a continuum or pathway. This pathway typically ranges from a teaching site to a center to a system campus or a four-year institution (*2004 Strategic Master Plan for Higher Education*). Development may begin at any point along the pathway. For example, institutional planning may call for the institution to develop an off-campus center without beginning first as a teaching site; and the institution may have no plans to grow the center into a system campus.

The establishment of new teaching sites, centers, or campuses requires HECB approval. Requests for board approval of a new instructional location are subject to the rules outlined below.

Establishing a Teaching Site: A teaching site may be a temporary teaching site dedicated to a limited number of degree or certificate program offerings and/or students. Typically, a teaching site would enroll fewer than 150 students in no more than three distinct degree programs.

An institution must make reasonable and appropriate provisions for student services to ensure that students have access to all resources and information required to support their academic program. In addition, students must have

access to academic resources including faculty, library, technology resources, and laboratory space needed to meet program requirements.

A teaching site provides appropriate student services to support students in their academic program, as well as access to faculty, library technology, and laboratories needed to meet program requirements.

A new teaching site may be established concurrent with a new degree program proposal. In this instance, this information shall be added as a section within the degree proposal. A new teaching site may also be established as a degree program extension. In this instance, the institution shall include the required information below with the Location Notification of Intent (Location NOI).

A new teaching site must be approved by the board prior to the institution offering coursework at the facility and/or prior to entering into an agreement to lease major facilities, as defined in section B-4 of this document (Attachment B.8). An institution may not acquire property by purchase or other means, including gift, for the purposes of establishing a teaching site.

To establish a new teaching site, the institution must submit the information outlined below:

- The institution will submit rationale for the new location addressing considerations of alternative modes of delivery; institutional role and mission; other local providers with similar programs; employer, student, and community needs as outlined in the statewide and regional needs assessment and/or an institutional needs assessment; and future expansion plans.
- Terms of the lease (Appendix B.8)
 - Lease term
 - Annual leased cost
 - Square footage of unimproved and/or improved property
 - Cost of fixed equipment (note: purchase of fixed equipment for a teaching site is rarely approved)
 - Cost of improvements (if not included in lease cost)
 - Exact address of property (required prior to final approval of lease)

The HECB will notify other higher education institutions and post the institution's request on its Web site for a 30-day public comment period. Following the 30-day public comment period, the HECB will approve or reject the proposed expansion and notify the institution in writing of its decision. Once approved, the HECB will enter the teaching site into the Program and Facility Inventory.

Establishing a Center: Since the development of a higher education center or consortium typically represents a significant investment of public resources, the board considers these developments to ensure that they are an efficient use of state resources; appropriate to the role and mission of the institution(s); and provide for appropriate student, faculty, and staff support to ensure program quality.

A higher education center may be organized as a multi-institution teaching entity or as a single university/college enterprise. This can include co-location of two-year and four-year institutions or multiple four-year institutions sharing a center. This may include agreements in which an institution brings in programs offered by another institution (e.g., public or independent Washington institution, and/or institution outside Washington).

Typically, a higher education center will enroll students in multiple degree programs (two or more). Centers will range in size, typically enrolling between 150 to 1,500 students.

Centers, relative to teaching sites, provide more extensive on-site student services and resources appropriate for larger numbers of students. The governance structure of the center is at the discretion of the home institution and is consistent with policies at the “main” campus and other centers that are operated by the institution.

Centers must be approved by the board prior to the institution offering coursework at the facility and/or prior to entering into an agreement to lease or purchase major facilities as outlined in section B-4.

In order to establish a center, an institution or consortium of institutions in consultation with the HECB, must conduct a regional needs and feasibility study to include the following elements:

- Rationale for the new location considering alternative modes of delivery: institutional role and mission; other local providers with similar programs; employer, student, and community needs as outlined in the statewide and regional needs assessment and/or an institutional needs assessment; and future expansion plans
- Planned program array and growth over the next five to 10 years
- Planned enrollment over the next five to 10 years
- Impact on other institutions and programs in the region and state
- Relationship to “home” campus:
 - How would the proposed expansion support the institutional mission?
 - Describe the proposed governance system
 - Discuss the level of support available for students, faculty, and staff to be provided at the center and at the home campus
- Budget projections for next 5-10 years

The feasibility study must include specific information about the site to include:

- Terms of the lease or acquisition
 - Lease term (if applicable)
 - Cost (annual lease cost or total cost if acquisition by purchase/other)

- Square footage of unimproved and/or improved property
 - Cost of fixed equipment
 - Cost of improvements (if not included in lease cost)
 - Exact address of property (required prior to final approval of lease)
- If space is not available through a lease or acquisition, a Memorandum of Understanding (MOU) or other agreement, the institution shall describe the arrangement and submit a copy of the agreement when available.

The HECB will notify other higher education providers and post the institution's request on its Web site for a 30-day public comment period. Following the 30-day comment period, the HECB staff will prepare a report and recommendation for consideration by the board. Once approved, the HECB will enter the center into the Program and Facility Inventory.

Establishing a System Campus or New Four-year College or University:

Establishing a new four-year college or university campus represents a substantial investment of state resources and requires significant planning. Prior to consideration for creation of, or transition to, a four-year college, an institution may first operate as a center or branch campus to ensure that actual student, employer, and community demand exists.

The Legislature has the sole authority to establish system campuses or new four-year colleges or universities. The branch campuses operated by University of Washington and Washington State University are classified as “system campuses” with the authority to offer major lines of study and types and levels of degrees authorized by law under RCW 28B.45.

The HECB may recommend to the Legislature the creation of a new four-year institution or a change in status of an existing institution in response to student, employer, and community demand. A study of the feasibility for such an institution may be initiated by the board, an institution wishing a review of its status, or at the request of the Legislature.

The HECB or an institution or consortium of institutions, in consultation with the HECB, must conduct a regional needs and feasibility study to determine the need for and scope of a proposed new four-year institution or campus. The study would include the following elements:

- Rationale for the new location, considering alternative modes of delivery; other local providers with similar programs; and employer, student, and community needs as outlined in the statewide and regional needs assessment and/or an institutional needs assessment
- Role and mission of the proposed institution or consortia
- Planned program array and growth over the next five to 10 years
- Planned enrollment over the next five to 10 years
- Impact on other institutions and programs in the region and state

- Relationship to “home” campus
 - How the proposed expansion would support the institutional mission
 - Describe the proposed governance system
 - Discuss the level of support available for students, faculty, and staff to be provided at the center and at the home campus
- Budget projections for the next five to 10 years

If the transition involves the lease or acquisition of new space or facilities, the study must also include specific information about the proposed site to include:

- Terms of the lease or acquisition (Appendix B.8)
 - Lease term (if applicable)
 - Cost (annual lease cost or total cost if acquisition by purchase or other)
 - Square footage of unimproved and/or improved property
 - Cost of fixed equipment
 - Cost of improvements (if not included in lease cost)
 - Exact address of property (required prior to final approval of lease)

The HECB will notify other higher education providers and provide an opportunity for public comment. Following the 30-day public comment period, the HECB staff will prepare a report and recommendation for consideration by the HECB. If approved, the HECB staff will recommend submission of a bill to the Legislature to authorize the creation of the new institution as either an autonomous unit within the higher education system, or as a unit within a multi-campus system.

B-2 Change in Status of Off-campus Facility The HECB approves changes in the classification of a previously approved off-campus facility (or recommends legislation to implement a change when required.)
RCW 28B.76.230 (5)(d)

In order to appropriately classify *existing* off-campus sites and centers, the four-year institutions are required to submit a report outlining the off-campus sites and centers they currently operate; including degree program array, enrollment, staff and faculty FTE, and provisions for student services by January 2006, as part of the biennial program report. In subsequent years, the off-campus report will follow the format in Appendix B-9. This information will be used to ensure that the HECB Program and Facility Inventory is current and accurate.

Transition from a Teaching Site to a Center: Over time, as enrollments grow at the teaching site, the HECB or institution may request a review of the status for possible reclassification as a center. In such cases, the institution will follow the procedure for the establishment of a center as outlined in section B-1.

Transition from a Teaching Site or Center to a System Campus or

Four-year Institution: An existing teaching site, center, or campus (including two-year colleges, four-year colleges or university campuses) may request that the board review its role and mission to recommend changes to its authority to offer major lines of study and types and levels of degrees. An institution wishing to review its status may, in consultation with the HECB, conduct a regional needs and feasibility study, as outlined in section B-1 of this document under “Establishing a System Campus or Four-year Institution.”

B-3 Relocation or Renaming of Existing Off-campus Facility Institutions are required to notify the HECB of any change in address for an existing teaching site, center, or campus. *RCW 28B.76.230 (5)*

Public colleges and universities and community and technical colleges are required to notify the HECB of any change in the name or address of an existing off-campus facility, including an instructional site, center, or campus.

The institution will submit a letter to the HECB that includes the current name and address of the facility, the new name and address of the facility, and the effective date of the change.

The HECB reviews the change to ensure it is of a routine nature and notifies the institution and State Approving Agency that it has accepted the change. The HECB updates the Program and Facility Inventory accordingly.

B-4 Acquisition of Major Off-campus Facilities Prior acquiring by lease, purchase or gift, the HECB approves the acquisition of major off-campus facilities for the public universities and community and technical colleges. *RCW 28B.76.230 (5)(c)*

The policy is applicable to any acquisition of major facilities located beyond the current campus boundaries of any public institution of higher education in Washington, regardless of the funding source or the purpose for which the facility is to be acquired.

“Major facilities” are defined as those in excess of 6,000 square feet with an annual lease cost in excess of \$60,000 and unimproved property of one-half acres or more.

“Beyond current campus boundaries” is an area “outside existing campus (location of central administration),” boundaries as defined in the campus master site plan.

HECB policies regarding off-campus instruction define “off-campus instruction” differently than “off-campus facility acquisitions.” Off-campus facility acquisitions are defined as the acquisition of real property “beyond the boundaries of the existing main campus.” “Off-campus instruction” is defined as “instruction

conducted away from the main campus.” Thus, not all off-campus facilities necessarily house off-campus programs/instruction.

The policy excludes certain specialized facilities from HECB review and approval, to include: acquisition of research facilities with non-state funds, hospital facilities, lease or purchase of agricultural research land, and facility leases for less than a 30-day period.

The institution will submit an acquisition request to the HECB by submitting form (Appendix B.8). The institution will be asked to describe the acquisition and how it meets the following conditions:

- The acquisition is consistent with the institution's role and mission
- The activity to be housed/located does not duplicate services provided by other public, private, or non-profit organizations unnecessarily
- The activity and/or its intended benefits cannot be accommodated or accomplished within the current campus boundaries
- The nature of the facility being acquired is commensurate with the activity to be supported
- The funding source to be used is appropriate for the intended use of the facility
- There is demonstrated need and demand for any new or expanded programs to be housed in the facility
- The acquisition is consistent with the institution's plan of development and service delivery

If the above conditions are met, the HECB will approve the requested acquisition.

The HECB executive director approves acquisitions that fall within a campus master site acquisition plan adopted by the governing board of an institution.

Excluded from the review/approval criteria are considerations of the cost of an acquisition and its technical (facility) feasibility and desirability; since the board recognizes the role of the Office of Financial Management and General Administration in determining proper facility specifications, in reviewing specific lease or purchase terms, and in determining their market value. The board defers to these agencies all responsibility for determining fiscal and building management propriety.

C. Continuing Degree Programs and Locations

C-1 Biennial Review of Academic Enrollments, Programs, and Locations

Biennially, the HECB reviews institutions' academic enrollments, programs, and locations where programs are offered. This includes the status of new degree and certificate programs initiated within the previous five-year period, and current degree and certificate programs offered at off-campus locations. RCW 28B.76.230 (2)(b)

Enrollment Report: On a biennial basis beginning January 1, 2006, each institution will submit an Enrollment Report (Appendix B.9) to the HECB on new degree and certificate programs it has initiated within the last five years and on current degree and certificate programs offered at off-campus teaching sites and centers. The institution will submit an electronic copy of the Enrollment Report.

For programs approved within the past five years and for all programs offered at an off-campus teaching site(s), center(s), or through distance education, institutions will report average annual headcount and FTE enrollments for each of the preceding two years compared to enrollment targets outlined in the program proposal (Appendix B-9). For programs with a significant enrollment discrepancy (the larger of 10 percent of projected enrollment or 5 FTE students), the institution must include a statement explaining the discrepancy between planned enrollments and actual enrollments.

Program Inventory Report: On a biennial basis, beginning January 1, 2006, each four-year institution will submit to the HECB a Program Inventory Report for the past biennium. The HECB will use this information to maintain the currency and accuracy of the HECB Academic Program Inventory. The institution will submit an electronic copy of its program report for HECB review and posting on the HECB Web site. Reports will be shared with public higher education institutions, independent institutions, and other educational sectors.

The report will contain:

- List of all renamed degree and certificate programs (current program title/new program title)
- List of all renamed off-campus centers, teaching sites, locations (current title/new title)
- List of new programs other than degrees and certificates to include options (also called specializations or concentrations), teacher endorsements, and minors (by title and CIP number)
- List of programs affected by the sunset provision:
 - Planned programs that were not proposed within two years of receiving “permission to develop status” officially sunset
 - Approved degree programs which are not implemented (enrolling students) within three years of approval also sunset
- List of degree programs, certificate programs, options in programs (also called specializations or concentrations), teacher endorsements, and minor programs that are being eliminated, suspended, phased-out, and/or terminated

C-2 Continuing Internal Academic Program Review The HECB requires the institutions to review each continuing degree program on a cycle adopted by the institution (e.g., every five, seven, or 10 years). After completion of the internal program review, the institution submits a Continuing Program

Review Report to the HECB. The HECB may request additional information about specific degree programs in order to carry out statewide planning and coordination functions. [1993 C 363 § 1]

Each continuing degree program will be reviewed on a cycle adopted by the institution (typically, every five, seven or 10 years). After completion of the internal program review, the institution will submit a Continuing Program Review Summary (Appendix B.10) to the HECB. After five years of operation, all new programs whether at branch or off-campus locations, new on the main campus, or delivered via distance learning technologies, will be incorporated into the institution's ongoing process of continuing program review.

HECB staff will review the report. At its discretion, the HECB may request additional information about specific degree programs. The institution is responsible for determining the appropriate process and criteria for continuing degree program review. For example, similar programs offered by a single academic unit (department) may be reviewed at the same time and incorporated into one program review. However, when an existing program has expanded to a new site or new distance learning modality since its last institutional review, the new site or distance delivery mode shall receive a separate focus within the single program review.

The Continuing Program Review Report will contain the following information:

- Degree program title and CIP number
- Year of last program review
- Documentation of continuing need, including reference to the statewide and regional needs assessment
- Assessment information related to expected student learning outcomes and the achievement of the program's objectives
- Plans to improve the quality and productivity of the program
- Data on number of majors and degrees granted in the last three academic years for each degree program incorporated in the review; number of FTE faculty and graduate assistants that teach in the department (Appendix B-9)

Based on the information provided in the Continuing Program Review Report, additional information provided by the institution and/or the state and regional needs assessment; the HECB staff will determine whether there is reason for the board to consider making a recommendation to modify, consolidate, or eliminate the program. On a biennial basis, staff will report to the board on program reviews conducted during the previous biennium. The final decision about program elimination will be at the discretion of the institution.

C-3 Status of Institutional Programs by Location The HECB periodically verifies and reports on the location and size of institutional programs. RCW 28B.76.230 (2)(b)

The HECB may request information on programs offered off-campus in a format in addition to that described in these policies and procedures and on a schedule approved by the HECB.

Appendix A: Glossary

Applied Baccalaureate Degree: An applied baccalaureate degree is an undergraduate degree offered in a field of study in an applied field that is designed to build upon an associate of applied science degree.

Branch Campus: See System Campus.

Center: A higher education center may be organized as a multi-institution teaching entity or as a single university/college enterprise. Typically, a higher education center will enroll students in multiple degree programs (two or more). Centers will range in size, typically enrolling between 150 and 1,500 students.

Certificate: Certificate programs are programs of study that normally require less than one-quarter of the credits required for a degree program at a similar level. Successful completion of the program results in a certificate. Certificate programs may also be non-credit.

Degree: Degree is a title or rank awarded by a college or university to a student who has successfully completed a required course of study.

Degree Program: A degree program is a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements usually involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

Degree Title: A degree title is a full designation of the degree including **level** (bachelor, master, doctor), **type** (e.g., arts, science, fine arts, business administration), and **major** (e.g., mathematics, civil engineering, history). These distinctions are illustrated below. Each institution may have a different taxonomy of degree titles. However, for the activities outlined in these policies and procedures, these definitions of a degree title will be used.

<u>DEFINITION OF DEGREE TITLE</u>			
<u>Degree Designation</u>	<u>Level</u>	<u>Type</u>	<u>Major</u>
B.A. English	Bachelor	Arts	English
B.S. Chemistry	Bachelor	Science	Chemistry
B.F.A.	Bachelor	Fine Arts	Music
M. Engineering	Master	Engineering	Electrical Engineering
Med. Curriculum & Instr.	Master	Education	Curriculum & Instruction
M.B.A.	Master	Business Administration	Finance
Ph.D. Linguistics	Doctor	Philosophy	Linguistics

Major: A major is that part of the curriculum where a student concentrates on one subject or group of subjects and which comprises the largest number of units in any given discipline. Its contents are usually defined by one academic department but also may be defined jointly by two or more departments, as in the case of an interdisciplinary major.

New Degree: A new degree is any proposed degree that differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval of the HECB. Though a program may not be new to the institution, if it is to be offered at a **new location**, it will be considered a new degree program to that location and will require HECB approval.

NOI – Notice of Intent: A Notice of Intent is a summary document used to describe an institution's intent to start or extend a program. A *Planning NOI* is used to alert the HECB and interested parties that an institution intends to begin planning a new degree program. A *Location NOI* is used to notify the HECB of an institution's intent to extend an existing degree program to another location. In either case, the NOI is subject to board approval.

Off-campus Degree Program: An off-campus degree program is a degree program offered away from the main or branch campus of the institution (in-state, out-of-state, or in another country) and may be in-person or telecommunicated instruction.

Option, Specialization, or Concentration: An option, specialization, or concentration within a degree program is an area of study that is generally less than one-half of the total credits needed for the upper-division major or graduate program. It may also be referred to as a concentration, specialization, area of emphasis, track, or minor. It can generally be distinguished from a new degree in that full designation of the degree title – including level, type, and major – does not change when a new option is added.

Program and Facility Inventory (PFI): The PFI is a statewide Web-accessible database of higher education programs. It includes all college-level programs approved for veteran's benefits from the two- and four-year institutions, programs from the degree-authorized institutions, and programs approved by the HECB and State Board for Community and Technical Colleges for operation in Washington.

State and Regional Needs Assessment: The State and Regional Needs Assessment is a publication produced every two years by the HECB in collaboration with other state agencies. It includes projections of public/private capacity for degrees and programs and student, employer, and community demand for postsecondary education and degrees in the state. The assessment considers overall system needs and regional and programmatic needs.

System Campus: A system campus or new four-year college or university must be authorized by the Legislature and would be authorized to offer major areas of study and levels and types of degrees as outlined in said legislation. The branch campuses of the research universities are classified by the HECB as system campuses.

Sunset Program Period: New degree planning authority sunsets two years from receiving "permission to develop" status. Once program planning authority sunsets, the institution must submit a new planning NOI before developing a program proposal. Program approval authority sunsets three years after receiving approval from the board. Once program approval authority sunsets, an institution must submit a new planning NOI for review and, if approved, may submit an updated program proposal for review by the board. If program implementation is delayed for only a short time, the institution may request an extension of program approval for up to one year.

Teaching Site: A teaching site may be a temporary or pilot instructional site, or an instructional site dedicated to a limited number of degree or certificate program offerings and/or students. Typically, a teaching site would enroll fewer than 150 students in less than three distinct degree programs.

Appendix B:

Forms for the Submission of Requested Actions to the HECB

APPENDIX B.1

COVER SHEET NEW DEGREE PROGRAM PLANNING NOTICE OF INTENT (PLANNING NOI)

Program Information

Program Name: _____

Institution Name: _____

Degree Granting Unit: _____
(e.g. College of Arts and Science)

Degree: _____ Level: _____ Type: _____
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: _____ CIP Code: _____
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: _____

Projected Enrollment (FTE) in Year One: _____ At Full Enrollment by Year: _____: _____
(# FTE) (# FTE)

Proposed New Funding: _____

Funding Source: ☐ State FTE ☐ Self Support ☐ Other

Mode of Delivery

☐ Single Campus Delivery _____
(enter location)

☐ Off-site _____
(enter location)

☐ Distance Learning _____
(enter location)

Substantive Statement of Need

Attach Sheet

Contact Information (Academic Department Representative)

Name: _____

Title: _____

Address: _____

Telephone: _____

Fax: _____

Email: _____

Endorsement by Chief Academic Officer

Date

APPENDIX B.2

COVER SHEET NEW DEGREE PROGRAM PROPOSAL

Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.

Program Information

Program Name: _____

Institution Name: _____

Degree Granting Unit: _____

(e.g. College of Arts and Science)

Degree: _____ Level: _____ Type: _____

(e.g. B.S. Chemistry)

(e.g. Bachelor)

(e.g. Science)

Major: _____ CIP Code: _____

(e.g. Chemistry)

Minor: _____

(if required for major)

Concentration(s):

(if applicable)

Proposed Start Date: _____

Projected Enrollment (FTE) in Year One: _____ At Full Enrollment by Year: _____: _____
(# FTE) *(# FTE)*

Proposed New Funding: _____

Funding Source: ☐ State FTE ☐ Self Support ☐ Other

Mode of Delivery / Locations

☐ Single Campus Delivery _____

(enter location)

☐ Off-site _____

(enter location(s))

☐ Distance Learning _____

(enter formats)

☐ Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Flexible Scheduling

☐ Evening Classes

☐ Weekend Classes

☐ Other *(describe)*

Attendance Options

☐ Full-Time

☐ Part-Time

Total Credits: ☐ Quarter ☐ Semester

Contact Information (Academic Department Representative)

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Chief Academic Officer

Date

APPENDIX B.3

COVER SHEET EXTENSION OF AN EXISTING PROGRAM NOTICE OF INTENT (LOCATION NOI)

Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.

Program Information

Program Name: _____

Institution Name: _____

Degree Granting Unit: _____
(e.g. College of Arts and Science)

Degree: _____ Level: _____ Type: _____
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: _____ CIP Code: _____
(e.g. Chemistry)

Minor: _____
(if required for major)

Concentration(s): _____
(if applicable)

Proposed Start Date: _____

Projected Enrollment (FTE) in Year One: _____ At Full Enrollment by Year: _____: _____
(# FTE) (# FTE)

Proposed New Funding: _____

Funding Source: ☐ State FTE ☐ Self Support ☐ Other:

Mode of Delivery / Locations

☐ Single Campus Delivery _____
(enter location)

☐ Off Site _____
(enter location(s))

☐ Distance Learning _____
(enter formats)

☐ Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

Flexible Scheduling

- ☐ Evening Classes
☐ Weekend Classes
☐ Other (describe)

Attendance Options

- ☐ Full-Time
☐ Part-Time

Substantive Statement of Need

Attach Sheet

Contact Information (Academic Department Representative)

Name:

Title:

Address:

Telephone:

Fax:

Email:

Endorsement by Chief Academic Officer

Date

APPENDIX B.4

REQUIRED COURSE WORK

Part I

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

Prerequisite Courses		
Course Number	Course Title	Credits
Total Credits		

Program Requirements		
Course Number	Course Title	Credits
Total Credits		

APPENDIX B.6

**PROGRAM PERSONNEL
Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request

Faculty				
Name	Degree (e.g. M.A.; Ph.D; J.D)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Total Faculty FTE				
Administration and Staff				
Name	Title	Responsibilities	% Effort in Program	
Total Staff FTE				

APPENDIX B.5

ENROLLMENT AND GRADUATION TARGETS

Part I

Include this form with a new degree program proposal or a Notice of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

Year	1	2	3	4	5
Headcount					
FTE					
Program Graduates					

APPENDIX B.7

SUMMARY OF PROGRAM COSTS AND REVENUE

Part II

Include with a new program proposal or Notice of Intent to extend an existing program. Staff will post the information during the public comment period.

Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
Administrative Salaries (# FTE) Benefits @ # %					
Faculty Salaries (# FTE) Benefits @ # %					
TA/RA Salaries (# FTE) Benefits @ # %					
Clerical Salaries (# FTE) Benefits @ # %					
Other Salaries (# FTE) Benefits @ # %					
Financial Aid specific to the program					
Contract Services					
Goods and Services					
Travel					
Equipment					
Lease or Acquisition (attach form iii.a)					
Other (itemize)					
Indirect (if applied to the program)					
Total Costs					
Program Revenue					
	Year 1	Year 2	Year 3	Year 4	Year <i>n</i> (full enrollment)
General Fund: State Support					
Tuition and Fees (total)					
Corporate Grants / Donations					
Internal Reallocation*					
Other Fund Source (specify)					
Total Revenue					
* If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.					

APPENDIX B.8

SITE PLANNING – LEASE OR ACQUISITION

Include this form with a new program proposal or Notice of Intent to extend an existing program when the program will be located at a new site. Staff will post this information to the HECB Web site during the public comment period.

Site Description (name)	
Square Footage	
Improved Property	
Unimproved Property	
Age of Improvements	
Exact Address:	
Lease:	
Lease Term	
Annual Lease Cost	
Acquisition Cost*	
Cost of Fixed Equipment	
Cost of Improvements	
Total Cost	
Funding Source(s)	
Source A (specify)	
Source B (specify)	
Source C (specify)	

APPENDIX B.9

ENROLLMENT TABLES

Include this form with the biennium academic enrollment report.

Degree Title	Site	Approval Date	FTE Year 1 of biennium (specify year)	Projected FTE	FTE Year 2 of biennium (specify year)	Projected FTE

APPENDIX B.10

PROGRAM REVIEW SUMMARY

Include this form with the institutional biennial academic review report to the board.

Program Review Summary			
	Year 1 (specify)	Year 2 (specify)	Year 3 (specify)
Department Name			
Instructional Faculty FTE			
Graduate Assistant FTE			
Degree Program A			
 Majors (Student Headcount)			
 Degrees Granted			
Degree Program B			
 Majors (Student Headcount)			
 Degrees Granted			
Degree Program C			
 Majors (Student Headcount)			
 Degrees Granted			

HECB Legislative Issues: 2005 Session Report

Reflects final actions by Legislature and Governor during regular session

Issue	HECB Perspective	Legislative Status
Operating and Capital budgets	<p>The HECB in December 2004 recommended a \$400 million operating enhancement for higher education. The board supports the capital priorities identified by the two-year and four-year institutions.</p>	<p>Governor Gregoire signed the 2005-07 operating and capital budgets (HB 6090 and SB 6094) in mid-May. Both budgets take effect July 1.</p> <p>The operating budget will increase biennial higher education spending to \$3.07 billion and includes an increase of \$243 million related to budget policy changes. The new budget represents an increase of 14% from the 2003-05 higher education spending level. The capital budget includes \$922 million for higher education construction, divided evenly between projects at community and technical colleges and four-year institutions.</p> <p>Summaries of both budgets are available from the HECB.</p>
Branch campuses	<p>The HECB approved its recommendations on Jan. 27, regarding future development of the state's four research university branch campuses.</p> <p>The recommendations are contained in the report titled, "The Future of Washington's Branch Campuses," which was distributed to all legislators and many interested parties.</p>	<p>Governor Gregoire signed HB 1794 into law on May 4 at the UW Tacoma. The legislation authorizes lower-division courses and freshman and sophomore admissions at the UW branch campuses in Bothell and Tacoma, and the WSU branches at Vancouver and the Tri-Cities. A summary of the new law is attached.</p> <p>The 2005-07 operating budget contains funding for additional enrollments at each branch campus and for academic planning at Bothell, Tacoma and Vancouver. The capital and transportation budgets include funding for projects at all four branch campuses.</p>
Confirmation of HECB members	<p>When the 2005 session began, several members of the HECB awaited confirmation by the state Senate.</p>	<p>The Senate confirmed the governor's appointment of three HECB members – Betti Sheldon, Herb Simon, and Mike Worthy. The confirmations of three others – Bill Grinstein, Jesus Hernandez, and Sam Smith – will be reconsidered next year. The board's student member, Anthony Rose, was not confirmed, and his term will expire (on June 30) before the Legislature reconvenes.</p>

Issue	HECB Perspective	Legislative Status
CTC applied baccalaureate degree pilot projects	The HECB has recognized the issuance of four-year applied baccalaureate degrees by community and technical colleges as one of many options to expand student access to bachelor's degree programs.	HB 1794 authorizes the community and technical colleges to develop four applied baccalaureate degree pilot projects. The projects will be selected by the SBCTC and approved by the HECB. A request from the five public technical colleges to <i>require</i> that one of the pilot projects be provided by a technical college was not included in the final legislation.
Education finance studies	The HECB has endorsed a comprehensive study of the financing of the state's education system.	The Legislature and governor enacted SB 5441 to study the state's early learning, K-12 and higher education systems, and the 2005-07 operating budget includes \$1.7 million in project funding. The higher education study will address financing options, enrollment distribution, tuition and financial aid, instructional costs, K-12-to-higher education transitions, and other issues.
Snohomish, Island and Skagit Counties needs assessment		The capital budget includes \$500,000 for the HECB to assess the higher education needs of three counties in northwest Washington and to recommend solutions. An interim report is due to lawmakers and the governor by January 2006.
Financial aid fund management	The HECB supports making maximum use of financial aid funds for their intended purposes.	Governor Gregoire has signed into law HB 1100 , which will establish a financial aid account in which unspent funds may be retained for the following year. The bill was approved unanimously in the House and Senate. This was the fourth session during which the Legislature considered similar legislation.
Financial aid for part-time college students		Governor Gregoire has signed HB 1345 to establish a HECB pilot project to provide the State Need Grant to a limited number of students who enroll in college for the equivalent of at least four credits per quarter. Students are currently required to enroll for a minimum of six credits. The bill directs the HECB to select up to 10 colleges to participate in the pilot beginning fall 2005. The legislative operating budget authorizes the board to earmark up to \$500,000 to conduct the pilot program during the next two academic years.

Issue	HECB Perspective	Legislative Status
Promise Scholarship program	The HECB administers the Promise Scholarship program and supports expanded funding for student awards.	The Legislature decided to terminate the 6-year-old Promise Scholarship program. Funds are provided in the biennial operating budget for second-year awards to scholarship winners who graduated from high school in 2004, but no new scholarships will be granted to students who graduate this spring. The program will cease operation June 30, 2006.
Guaranteed Education Tuition	The GET Committee, chaired by the HECB executive director, has recommended several changes to the state pre-paid tuition law.	The Legislature and governor enacted SB 5926 to permit new GET enrollments when either the purchaser or beneficiary is a Washington resident, and to make other administrative improvements. The new statute was requested by the GET Committee.
Foster youth education	The HECB generally supports efforts to expand higher education opportunities for students who have been in foster care.	The governor signed HB 1079 to direct a multi-agency committee, including the HECB, to coordinate state education and job training programs for foster youth. The measure allows preference for former foster youth in the State Need Grant and Work Study programs. The governor has signed HB 1050 to establish a foster care endowed scholarship administered by the HECB in conjunction with other organizations. The operating budget includes \$150,000 to develop the endowed scholarship, which also will be supported by private donations.
Academy of Sciences		Legislation (SB 5381) was enacted to develop an independent state academy of sciences to assess public policy questions at the request of the governor.
Life Sciences Research		The Legislature and governor enacted SB 5581 and included \$150,000 in the governor's office budget to establish the Life Sciences Discovery Fund, which also will be supported by funds from the state's tobacco master settlement agreement and private donations. The fund is designed to support research that will stimulate job creation and innovations in health care.
Tuition waiver study		The Legislature did not pass HB 1986 , which would have directed the HECB to review current tuition waivers and recommend priorities for waivers in the future.

Issue	HECB Perspective	Legislative Status
Resident tuition rates for undocumented students	The HECB works with colleges to administer legislation enacted in 2003, to make certain undocumented students eligible for resident tuition rates.	The House Higher Education Committee did not advance HB 1191 , which would have clarified that students who hold non-immigrant visas (which require a commitment from the student to retain his or her foreign resident status) are not eligible for resident tuition rates in Washington.
Running Start student eligibility	The HECB supports expanding “dual credit” programs that provide students credit toward both high school and college graduation.	The House did not approve Senate-passed SB 5360 , which called for a study of the Running Start program. The bill originally would have limited participation in Running Start to students who earn the state Certificate of Academic Achievement.
Affirmative Action in college admissions	The HECB supports the limited use of affirmative action criteria in student admission policies at public four-year colleges and universities.	The full Senate did not act on legislation (SB 5575) endorsed by its P-16 committee to permit the public baccalaureate schools to consider race, ethnicity and national origin in admitting students. The bill would have barred quotas, set-asides or point values for affirmative action considerations. As amended by the P-16 committee, the measure would have been submitted as a referendum to the people at the next general election.
College in the High School	The HECB supports expanding “dual-credit” programs that grant students credit toward high school and college graduation.	Neither the House nor Senate approved legislation requested by former Governor Locke (HB 1076 and SB 5076) to establish the College in the High School program in state law. However, the program will continue to be offered to high school students.
Statewide student association	HB 3103, enacted in 2004, established a priority for the HECB to serve as an advocate on behalf of students.	Neither the House nor Senate approved legislation (HB 2107 and SB 5971) requested by the Washington Student Lobby to establish a statewide, permanently funded student association.

The Future of Washington's Branch Campuses

Summary of branch campus legislation (HB 1794) as enacted during 2005 session

All Campuses	HECB Recommendations	HB 1794 – As enacted
Governance	Remain affiliated with UW or WSU.	Same as HECB.
Upper-division and graduate	Expand upper-division and graduate programs.	Expansion of programs for transfer and graduate students is “the top priority” for each campus. Elsewhere, the bill says expansion of transfer and graduate opportunities is “a top priority” for the UW branch campuses in Bothell and Tacoma.
Funding	Each campus should be funded within the regional university model.	Costs are affected by institution size, program mix, and the proportion of students in lower- and upper-division and graduate programs. Over time, branches should be funded “more similarly” to regional universities.
UW Tacoma	HECB Recommendations	HB 1794 – As enacted
Freshman/sophomore admissions	Beginning fall 2007, admit freshmen and sophomores under “gradual and deliberate” plan submitted to HECB.	Same as HECB, and clarifies that admissions of freshmen and sophomores are in addition to authority to offer lower-division courses.
Lower-division courses and programs	Offer selected lower-division courses as discussed in university self-study.	Beginning fall 2006, may offer lower-division courses linked to specific majors in fields not addressed at local community colleges.
Transition to four-year university	Gradually develop into a four-year metropolitan university as outlined in the self-study, with continued emphasis on upper-division transfer students.	Development into four-year university not addressed specifically, but implied in endorsement of university self-study plan. The legislation does not use the term “metropolitan” university.
Co-admission, co-enrollment and transfer admissions	Branches should establish and/or expand co-admission and co-enrollments with community colleges. Options should include transfer with as few as 45 credits.	UWT “shall” have co-admission and co-enrollment agreements with community colleges, and admit transfer students with as few as 45 “transferable” college credits.

UW Bothell	HECB Recommendations	HB 1794 – As enacted
Freshman/sophomore admissions	UWB should not admit freshmen and sophomores at this time. HECB staff should study issue and report to board 12/05.	Admit freshmen and sophomores per plan submitted to HECB. (Note: UWB plan calls for freshman admissions beginning fall 2006.) Clarifies that freshman/sophomore admissions are in addition to authority to offer lower-division courses.
Lower-division courses and programs	Offer lower-division courses linked to specific majors in fields not addressed by programs at Cascadia CC.	Beginning fall 2006, offer lower-division courses linked to specific majors in fields not addressed “at local community colleges.”
Transition to four-year university	Should expand partnership with Cascadia CC and other two-year colleges instead of becoming four-year university.	Transition to four-year status not addressed specifically, but implied in endorsement of lower-division courses and freshman/sophomore admissions.
Co-admission and co-enrollment	Branches should establish and/or expand co-admission and co-enrollment programs with community colleges.	Beginning fall 2006, may admit lower-division students through co-admission or co-enrollment agreements with community colleges, and admit transfer students with as few as 45 “transferable” college credits.
WSU Vancouver	HECB Recommendations	HB 1794 – As enacted
Transition to four-year university	Beginning fall 2006: -- Expand offerings at all academic levels, offer direct admission of freshmen and sophomores, and become four-year “metropolitan” university in WSU system. -- Consider admitting transfer students with as few as 45 quarter credits.	Same as HECB, except: Does not specifically address 45-credit transfer admissions or use the “metropolitan” university designation.
WSU Tri-Cities	HECB Recommendations	HB 1794 – As enacted
Freshman/sophomore admissions	WSUTC should not admit freshmen and sophomores at this time. HECB staff should study issue and report to board 12/05.	Freshmen and sophomores may be admitted only for a biotechnology degree program, subject to HECB approval. Clarifies that freshman/sophomore admissions are in addition to authority to offer lower-division courses, and calls for further study and recommendations by the HECB.
Lower-division courses and programs	Expand availability of lower-division courses linked to specific majors not addressed at Columbia Basin College.	Beginning fall 2006, may offer lower-division courses linked to specific majors in fields not addressed at “local community colleges.”

WSU Tri-Cities (cont.)	HECB Recommendations	HB 1794 – As enacted
Transition to four-year university	Development into four-year university is not supported by projected enrollment demand at this time.	Not specifically addressed in the bill, but could be addressed in HECB study.
Co-admission and co-enrollment	Branches should establish and/or expand co-admission and co-enrollment programs with community colleges. WSUTC should continue its successful partnership with Columbia Basin (Community) College in Pasco.	Continue providing “innovative” co-admission and co-enrollment options with Columbia Basin College. Transfer students may be admitted to WSUTC with as few as 45 “transferable” college credits.
Pacific NW National Laboratory	Partnership with PNNL should be further developed and expanded.	Same as HECB.
Other issues	HECB Recommendations	HB 1794 – As enacted
CTC applied baccalaureate pilot project	HECB master plan describes applied baccalaureate programs at CTCs as one of many options for expanding production of four-year degrees.	SBCTC will select four community or technical colleges to develop applied baccalaureate degree programs, subject to HECB approval. Projects may not begin before fall 2006. Several selection criteria are outlined. SBCTC has formed a task force to develop selection criteria.
CTC contract with regional university	Not addressed	Three community or technical colleges will be selected by SBCTC to receive enrollment funding to contract with a regional university for baccalaureate degree programs, not limited to applied degrees. The agreements would be subject to HECB approval. No funding was included in the 2005-07 budget.
North Snohomish Island Skagit Consortium (NSIS)	Not addressed	Assigns management of NSIS to Everett CC. Currently, WWU serves as fiscal agent. Everett CC would develop management and educational plan based on university center model, due 12/05.
HECB monitoring	HECB staff would report to the board on freshman and sophomore admissions at UW Bothell and WSU Tri-Cities by 12/05.	HECB would monitor and evaluate the addition of lower-division students to the branches and ensure campuses follow state priorities. HECB also defines outcomes and develops performance measures for branches and makes progress reports beginning 12/08.



June 2005

Final 2005-07 Operating Budget Higher Education Summary

Overview

- Total proposed State General Fund expenditures are \$26.0 billion and total available resources are \$26.2 billion. The remaining balance is \$200 million.
- Significant tax increases include:
 - Reinststate a tax on estates – \$139 million
 - Increase the cigarette tax by 60 cents a pack – \$175 million
 - These taxes are dedicated to a new “Education Legacy Trust Fund” to pay for new higher education enrollments and for Initiative 728 – K-12 class size reductions
- State General Fund reserves are reduced by \$488 million and \$233 million is taken from other accounts.

Higher Education Highlights

- The final budget includes a net of \$243 million in policy enhancements for higher education (the HECB in December recommended \$400 million). The budget earmarks \$73 million for enrollment increases, \$60 million for financial aid increases, and \$136 million in compensation and health benefit increases.
- Resident undergraduate tuition may increase each year by a maximum of seven percent at the research universities, six percent at the comprehensive institutions, and five percent at the community and technical colleges. State support is reduced by 25 cents for every new dollar raised by the tuition increase on resident undergraduates (\$17 million reduction). There is also a one percent non-instruction reduction (\$10 million reduction).
- Funding for the State Need Grant is increased by \$69.7 million to expand eligibility for the program to 65 percent of the median family income (up from the current 55 percent) and to cover the impact of the tuition increases and the new state-funded enrollments.

- The Promise Scholarship is terminated beginning with this spring's high school graduates. Savings from this program are directed to the State Need Grant. Students who graduated from high school in 2004 and have received their first-year Promise Scholarship will receive the second installment next year, but no new scholarships will be awarded.
- State Work Study, Washington Scholars, and WAVE are enhanced to reflect proposed tuition increases. For SWS, this enhancement totals \$2.9 million for the biennium. The final budget funds only two Washington Scholars from each legislative district in the second year of the biennium, down from the current three.
- Other financial aid enhancements include: \$500,000 for the Future Teacher's Conditional Scholarship and Loan Repayment Program; \$150,000 for the Foster Care Endowed Scholarship Program; and \$500,000 for a pilot project under which some part-time college students will be eligible for the State Need Grant.
- There is an increase of 7,900 full-time equivalent enrollments during the 2005-07 biennium, with 4,185 at the public two-year colleges and 3,695 at the public four-year institutions:
 - All the new enrollments are awarded directly to the institutions. There is no specific funding for high-demand enrollments. Neither the HECB nor the SBCTC receives funding to operate competitive high-demand enrollment pools.
 - The new enrollments are funded at peer levels as recommended by the HECB.
 - 200 of the enrollments are for lower-division programs at WSU Vancouver; 125 are for lower-division programs at UW Tacoma; 125 are for lower-division programs at UW Bothell; and 25 are for lower-division programs at WSU Tri-Cities.
 - An additional 32 enrollments are for the veterinary medicine program at WSU.
- Cost-of-living adjustments of 3.2 percent in 2005 and 1.6 percent in 2006 are made for faculty and staff; but CTC faculty and selected staff covered by the Initiative 732 cost-of-living adjustments are to receive 1.2 percent increases in 2005 and 1.7 percent in 2006.
- The institutions are asked to show demonstrable progress toward achieving selected performance goals in such items as:
 - For the four-year institutions:
 - Time to degree
 - Access for low-income students
 - Freshman retention
 - Quality of degree programs
 - Quality of research programs
 - Preparing students for the workforce
 - Specific six-year targets are to be established by the institutions, the Office of Financial Management (OFM), and the HECB. The institutions are to submit reports to the HECB.

- For the two-year institutions:
 - The number of academic students who are eligible to transfer
 - The number of students prepared for work
 - The number of students who demonstrate substantive skill gain
- Specific six-year targets are to be established by the SBCTC and OFM.
- Other program improvements: \$4 million for adult basic education enhancements (SBCTC); \$1.5 million for veterinary medicine (WSU); \$1.1 million for two autism centers (UW Tacoma and EWU); \$600,000 to develop college readiness standards in English and science (HECB); \$350,000 for WSU Vancouver and \$100,000 each for UW Tacoma and UW Bothell for lower-division planning; \$500,000 in matching funds for a Korean studies endowed chair (UW); \$400,000 for ghost shrimp research (WSU); \$350,000 for the Jefferson County pilot project (HECB); \$292,000 for Burke Museum outreach (UW); and \$250,000 for the Institute for Learning and Brain Sciences (UW).
- Two requests made by the HECB that were not included in the final budget are the statewide transfer advising system (\$1.6 million) and the student-level data system (\$500,000).
- The capital budget includes \$500,000 for to the HECB to assess the higher education needs in Snohomish, Skagit, and Island Counties and to recommend solutions to the Legislature.
- The governor's comprehensive review of the entire education system is funded at \$1.7 million as proposed by Governor Gregoire. This is to be a study of K-12, early learning, and higher education. For higher education, it is to include:
 - Options on higher education funding
 - The number and distribution of enrollments
 - The appropriate share of instruction to be funded through tuition, state subsidies, and financial aid
 - Methods for determining the cost of instruction
 - Methods for developing common articulation for lower-division work
 - Providing for smooth transitions from high school to college
 - Increasing opportunities for access to baccalaureate degrees
 - Incentives to optimize research conducted by universities and colleges
 - Options for using existing capacity at independent institutions
 - Higher education governance
 - Options for coordinating the capital and operating budgets

2005-07 Higher Education Operating Budget
May 17, 2005
(dollars in millions)

	<u>HECB (December)</u>	<u>Final</u>	
CURRENT BIENNIUM	\$2,697.6	\$2,692.9	
MAINTENANCE LEVEL (amount necessary to continue current services)	\$2,862.2	\$2,830.0	
PERFORMANCE CHANGES:			
Allocating Student Enrollments			
<i>SBCTC</i> : 6,300 total FTEs over two years - 5,000 general enrollments (\$5,400 per FTE) and 1,300 high-demand/apprenticeship enrollments (\$6,900 per FTE)	\$54.0	\$33.7	<i>SBCTC</i> : 4,185 total FTEs over two years funded at \$5,400 per FTE
<i>Four-years (General)</i> : 5,600 total FTEs over two years - 4,400 undergraduates (\$6,303 per FTE) and 1,200 graduate students (average of \$15,000 per FTE), including \$2.0 million for WSU veterinary medicine	\$84.1	\$40.4	<i>Four-years</i> : 3,715 FTEs over two years funded at \$6,303 per undergraduate FTE and \$15,000 per graduate FTE plus another 32 FTEs for WSU veterinary medicine
<i>Four-years (High-demand)</i> : 1,000 FTEs (\$11,000 per FTE)	\$16.5		
Salaries & Benefits			
<i>COLAs for all staff</i> : 3.2% in FY06 and 1.6% in FY07	\$97.0	\$135.6	Includes both salary and health benefit adjustments
<i>Other</i> : (four-years) \$15 million for recruitment/retention; (CTC) \$15 million for part-time faculty salaries	\$30.0	\$9.0	CTC faculty increments and part-time faculty equity
Expanding Student Financial Aid			
<i>State Need Grant</i> : Adjust awards to keep pace with 7% tuition increases; cover unserved students	\$75.2	\$69.7	<i>State Need Grant</i> : Increase eligibility to 65% of the state's median family income and adjust awards to keep pace with tuition increases of 7%/6%/5% at research, comprehensive and CTCs
<i>State Work Study</i> : Adjust for increased costs and partially restore to historic service level	\$3.9	\$2.9	<i>State Work Study</i> : Keep pace with tuition increases
<i>Educational Opportunity Grant</i> : Increase participation	\$0.5		
<i>Promise Scholarship</i> : Set award at \$1,400 per year	\$3.5	(\$12.6)	<i>Promise Scholarship</i> : Terminate program
<i>Washington Scholars/WAVE</i> : Cover 7% tuition increases	\$0.7	\$0.4	<i>Washington Scholars/WAVE</i> : Maintain awards at 100% of tuition; Washington Scholars reduced from 3 to 2 recipients per legislative district in 2006-07

2005-07 Higher Education Operating Budget
May 17, 2005
(dollars in millions)

	<u>HECB (December)</u>	<u>Final</u>	
<i>Financial Aid for Low-income Full-time Workers</i> (New pilot program)	\$2.0		\$500,000 for pilot program contained within the State Need Grant appropriation
<i>Future Teachers' Conditional Scholarship and Loan Repayment Program</i>		\$0.5	
<i>Foster Care Endowed Scholarship</i>		\$0.2	
Special Program Improvements			
Research (UW and WSU)	\$20.5	\$1.2	Various studies and outreach
Adult Basic Education (SBCTC)	\$10.0	\$4.0	
Helping Transfer Students Earn Bachelor's Degrees (HECB)	\$1.6		
Measuring Student Success with Improved Data System	\$0.5		
Operating Costs/Existing Capital Projects (SBCTC)		\$1.1	
Autism centers at UWT and EWU		\$1.1	
Lower-division planning funds (UWT and WSUV)		\$0.6	
College Readiness Standards (HECB)		\$0.6	
Korean Studies Endowed Chair (UW)		\$0.5	
Education needs of Snohomish, Island and Skagit counties (HECB; in Capital Budget)		\$0.5	
Jefferson County Pilot Project (HECB)		\$0.4	
SBCTC Office Lease		\$0.4	
Lidded grant compensation costs (WSU)		\$0.3	
Burke Museum (UW)		\$0.3	
Other			
Maintenance & Operations - General Fund Reduction		(\$15.0)	
Maintenance & Operations - Education Construction Account		\$15.0	
Pension Method Change		(\$18.3)	
Non-Instruction Reduction		(\$10.3)	
Tuition Rate Increase		(\$16.6)	
General Inflation		(\$2.1)	
TOTAL PERFORMANCE CHANGES	\$400.0	\$243.2	
TOTAL PROPOSED BUDGET	\$3,262.2	\$3,073.2	
PERCENTAGE INCREASE (2005-07 OVER 2003-05)	21%	14%	



June 2005

Final 2005-07 Capital Budget Higher Education Summary

Overview

The 2005-07 capital budget (Senate Bill 6094) adopted by the Legislature and signed by the governor provides \$3.2 billion to state agencies and institutions for new capital appropriations. Of this total budget, \$1.6 billion will come from the sale of state general obligation bonds – including \$1.3 billion in regular bonds and \$234 million in Gardner-Evans bonds (the latter are issued solely for higher education capital projects).

Of the total state capital budget, the public colleges and universities will receive \$922 million. Of this amount, \$444 million will come from regular general obligation bonds, and, as noted above, \$234 million will be generated from Gardner-Evans bonds. When these two types of bonds are combined, higher education's share of new state bonds is 43 percent, while its share of regular general obligation bonds is about 34 percent.

Table I shows the distribution of the 2005-07 higher education capital appropriations by sector and fund. This table also compares the adopted budget to the Higher Education Coordinating Board (HECB) recommendations, the governor's proposal, and the respective budget plans advanced by the Senate and House.

As shown in Table I, both the four-year institutions and the community and technical colleges will each receive about \$461 million in new capital appropriations. It should be noted that of these amounts, a total of \$68 million is appropriated as an offset to operating budget reductions for building maintenance. These funds come from lottery proceeds deposited in the Education Construction Fund, which are used by both K-12 and higher education.

Project Highlights

The 2005-07 capital budget for the four-year institutions emphasizes facility preservation and modernization. Each institution will receive funds to undertake a variety of projects that will upgrade campus facilities and infrastructure, as well as improve the quality of instructional spaces.

Major projects for the four-year institutions include:

- The completion of the Evans Library renovation at The Evergreen State College (\$22.3 million)
- Construction of a new Academic Instructional Center at Western Washington University (\$51.4 million)
- Construction of the Washington State University Tri-Cities Bioproducts Facility (\$25 million)
- Construction of the Washington State University Spokane Riverpoint Nursing Center (\$32 million)

The capital budget for the community and technical colleges represents a significant step in alleviating existing space deficiencies throughout the two-year system. The budget provides funds to replace deteriorated buildings, add instructional space, and preserve existing buildings and systems.

These areas of budgetary emphasis are consistent with the board's capital priorities for the 2005-07 biennium. Specifically, the board placed a high priority on addressing overcrowding in CTC instructional space and improving instructional quality by replacing dysfunctional facilities. With respect to increasing capacity, staff of the State Board for Community and Technical Colleges have estimated that the new budget will provide additional capacity for about 10,000 full-time equivalent students.

Major CTC projects funded for construction in the budget include:

- Replacement of a classroom building at Yakima Valley College (\$29 million)
- A new Science and Technology Facility at Peninsula Community College (\$22 million)
- A new Business and Social Sciences facility at Spokane Falls Community College (\$19 million)
- Construction of the Allied Health and Classroom building at Wenatchee Valley College (\$23 million)

In addition to these major construction phase projects, the budget also funds numerous design phase projects, as well as new projects entering the predesign phase.

Appendix A provides the prioritized lists of each project for the two-year and four-year institutions.

Other Key Provisions of the Budget

1. Snohomish, Island, and Skagit Counties Needs Assessment (Section 615)

Section 615 of the capital budget provides \$500,000 to the HECB to conduct a higher education needs assessment and siting study in the Snohomish, Island, and Skagit Counties region. The appropriation contains various provisions for the coordination of study activities that are appropriate and consistent with past studies conducted by the HECB. The board is to provide an interim report to the Legislature and the governor by January 15, 2006, and a final report by December 1, 2006.

The recommendations are to include the type of institution(s) to be established, a business and operations plan if a new institution is recommended, potential sites and acquisition costs, and identification of costs and a process for completing a master plan for higher education expansion.

The process envisioned in the capital budget would ensure the involvement of a wide range of state and local organizations and community leaders. Specifically, Section 615(3) directs the board to consult with representatives of postsecondary institutions and agencies. Section 615(5) directs the board to establish a study advisory committee consisting of members of the Legislature, local elected officials, business and community leaders, and other state agencies.

2. Prioritization of Public Four-Year University Capital Budget Requests (Section 908)

Section 908 of the capital budget bill will modify the methodology through which the public four-year universities and the HECB establish a single prioritized list of the four-year capital project requests each biennium. Among other things, this section directs the HECB to participate in the process of scoring projects.

This section of the legislative capital budget will help to improve a very promising process, and staff continues to support both its intent and the specific provisions. Specifically, Section 908 will help improve the current process (which is articulated in RCW 28B.76.220) by:

- Ensuring that the HECB's capital budget guidelines and the prioritization process place a greater emphasis on the early review of proposed projects – at the pre-design phase rather than at the design or construction phase;
- Providing clear and specific direction that both the HECB *and* the institutions are to participate in the scoring of proposed four-year university capital projects;
- Articulating statewide priorities for capital budget investments; and

- Requiring the HECB to describe the scoring process early in the budget development process so that institutions know well in advance the evaluation criteria and state priorities.

**3. University of Washington Bothell/Cascadia Community College (UWB/CCC)
South Access Road**

The Legislature included \$18 million in the 2005-07 transportation budget (ESSB 6091) for the South Access Road at UWB/CCC. In addition, the appropriation language specifies the assumption that an additional \$8 million will be provided in the 2007-09 transportation budget. This funding was needed in order to comply with a City of Bothell permitting condition that restricts enrollment at the campus to 3,000 FTE students until the access road is constructed.

Table I
Summary of 2005-2007 Capital Budget

	2003-2005 Capital Budget	HECB	Governor Gregoire	Senate	House	Adopted & Signed
Four-Year Institutions						
General State Bonds	\$147,241,660	\$341,420,297	\$189,271,646	\$212,390,000	\$213,836,482	\$201,666,000
Gardner-Evans Bonds	\$185,147,494	\$116,325,046	\$133,202,000	\$73,688,000	\$86,788,000	\$86,788,000
Education Construction Fund	\$34,994,000	\$26,500,000	\$44,953,000	\$45,453,000	\$44,953,000	\$45,453,000
Local Capital Accounts	\$81,016,500	\$90,650,000	\$103,645,836	\$127,598,000	\$127,898,000	\$126,898,000
Transportation Budget	\$0	\$11,800,506	\$0	\$0	\$0	\$0
Other						\$100,000
Total	\$448,399,654	\$586,695,849	\$471,072,482	\$459,129,000	\$473,475,482	\$460,905,000
Community & Technical Colleges						
General State Bonds	\$265,114,455	\$246,579,197	\$235,651,780	\$249,741,780	\$248,934,780	\$242,176,780
Gardner-Evans Bonds	\$99,552,323	\$116,325,046	\$146,975,957	\$146,975,957	\$146,975,957	\$146,975,957
Education Construction Fund	\$17,754,000	\$26,500,000	\$22,802,000	\$22,802,000	\$22,802,000	\$22,802,000
Local Capital Accounts	\$43,539,026	\$49,004,000	\$49,004,000	\$49,004,000	\$49,004,000	\$49,004,000
Transportation Budget	\$0	\$11,800,506	\$0	\$0	\$0	\$0
Total	\$425,959,804	\$450,208,749	\$454,433,737	\$468,523,737	\$467,716,737	\$460,958,737
Higher Education Coordinating Board						
Gardner-Evans Bonds		NA	NA	NA	\$100,000	\$0
Education Construction Account						\$500,000
Total Higher Education						
General State Bonds	\$412,356,115	\$587,999,494	\$424,923,426	\$462,131,780	\$462,771,262	\$443,842,780
Gardner-Evans Bonds	\$284,699,817	\$232,650,092	\$280,177,957	\$220,663,957	\$233,863,957	\$233,763,957
Education Construction Fund	\$52,748,000	\$53,000,000	\$67,755,000	\$68,255,000	\$67,755,000	\$68,255,000
Local Capital Accounts	\$124,555,526	\$139,654,000	\$152,649,836	\$176,602,000	\$176,902,000	\$175,902,000
Transportation Budget	\$0	\$23,601,012	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0		\$100,000
Total	\$874,359,458	\$1,036,904,598	\$925,506,219	\$927,652,737	\$941,292,219	\$921,863,737

Appendix A**2005 - 2007 Higher Education Capital Budget
Four-Year Institutions**

Priority	Institution	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
1	CWU	Minor Works - Preservation "A" (State)	\$9,000,000	\$8,510,909	\$8,500,000	\$8,500,000	\$8,500,000	\$8,500,000
1	EWU	Minor Works - Preservation "A" (State)	\$18,700,000	\$17,683,777	\$17,700,000	\$17,700,000	\$17,700,000	\$17,700,000
1	TESC	Minor Works - Preservation "A" (State)	\$2,700,000	\$2,553,273	\$2,350,000	\$0	\$0	\$0
1	UW	Minor Works - Preservation "A" (State)	\$42,000,000	\$39,717,573	\$20,699,164	\$3,000,000	\$0	\$0
1	WSU	Minor Works - Preservation "A" (State)	\$36,000,000	\$34,043,634	\$34,000,000	\$34,000,000	\$32,000,000	\$32,000,000
1	WWU	Minor Works - Preservation "A" (State)	\$10,000,000	\$9,456,565	\$9,500,000	\$9,500,000	\$9,500,000	\$9,500,000
2	CWU	Minor Works - Program "A" (State)	\$0	\$0	\$0	\$0	\$0	\$0
2	EWU	Minor Works - Program "A" (State)	\$7,000,000	\$6,619,596	\$6,600,000	\$6,600,000	\$6,600,000	\$6,600,000
2	TESC	Minor Works - Program "A" (State)	\$3,600,000	\$3,404,363	\$3,600,000	\$3,100,000	\$0	\$3,100,000
2	UW	Minor Works - Program "A" (State)	\$5,000,000	\$4,728,283	\$4,700,000	\$0	\$900,000	\$900,000
2	WSU	Minor Works - Program "A" (State)	\$10,000,000	\$9,456,565	\$9,500,000	\$0	\$1,000,000	\$0
2	WWU	Minor Works - Program "A" (State)	\$2,000,000	\$1,891,313	\$1,900,000	\$0	\$0	\$0
3	TESC	Evans Building Phase II	\$22,300,000	\$22,300,000	\$22,250,000	\$22,250,000	\$22,250,000	\$22,250,000
4	WWU	Academic Instructional Center	\$51,500,000	\$51,500,000	\$51,438,000	\$51,438,000	\$51,438,000	\$51,438,000
5	WSU	Biotechnology Life Sciences Building	\$57,100,000	\$57,100,000	\$45,000,000	\$0	\$0	\$0
6	EWU	Restoration Phase I	\$7,000,000	\$7,000,000	\$6,986,482	\$0	\$6,986,482	\$3,416,000
7	CWU	Dean Hall	\$17,600,000	\$17,600,000	\$2,200,000	\$2,200,000	\$2,200,000	\$2,200,000
8	UW	Restoration Phase II	\$63,000,000	\$63,000,000	\$46,750,000	\$60,540,000	\$61,450,000	\$61,450,000
9	UW	UW Bothell Campus Capacity Expansion	\$14,000,000	\$14,000,000	\$0	\$0	\$10,000,000	\$0
10	UW	UW Tacoma Site and Assembly Hall	\$13,000,000	\$13,000,000	\$13,000,000	\$0	\$12,000,000	\$7,500,000
11	WSU	Wastewater Reclamation	\$12,700,000	\$12,700,000	\$2,700,000	\$0	\$0	\$0
12	WSU	Tri-Cities Bioproducts	\$13,100,000	\$13,100,000	\$24,750,000	\$24,750,000	\$24,750,000	\$24,750,000
13	CWU	Hogue Design	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0
14	UW	Computing & Communications Upgrades	\$20,000,000	\$20,000,000	\$0	\$0	\$0	\$0
15	WWU	Miller Hall Renovation	\$3,800,000	\$3,800,000	\$0	\$0	\$0	\$0

**2005 - 2007 Higher Education Capital Budget
Four-Year Institutions**

Priority	Institution	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
16	WSU	Biomedical Sciences	\$7,400,000	\$7,400,000	\$0	\$0	\$0	\$0
17	EWU	Patterson Hall	\$2,000,000	\$2,000,000	\$0	\$0	\$0	\$0
18	WWU	Carver Complex Renovation	\$380,000	\$380,000	\$0	\$0	\$0	\$0
19	CWU	Flight Technology	\$2,500,000	\$2,500,000	\$0	\$0	\$0	\$0
20	WSU	Spokane Riverpoint Nursing Center	\$31,600,000	\$31,600,000	\$0	\$31,600,000	\$0	\$31,600,000
21	WSU	Major Utility Upgrades	\$6,000,000	\$6,000,000	\$0	\$0	\$0	\$0
22	EWU	Campus Security System	\$2,000,000	\$2,000,000	\$0	\$0	\$0	\$0
23	WWU	College Hall Renovation	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0
24	WWU	Wilson Library Renovation	\$300,000	\$300,000	\$0	\$0	\$0	\$0
25	WWU	Art Annex Renovation	\$4,700,000	\$4,700,000	\$0	\$0	\$0	\$0
26	All	Local Minor Preservation "A"	\$25,150,000	\$25,150,000	\$44,608,000	\$53,958,000	\$55,658,000	\$55,658,000
27	All	Local Minor Program "A"	\$46,500,000	\$46,500,000	\$67,387,836	\$61,990,000	\$60,590,000	\$59,590,000
28	All	Local Minor Preservation "B"	\$19,000,000	\$19,000,000	\$0	\$0	\$0	\$0
29	All	Local Minor Program "B"	\$0	\$0	\$0	\$0	\$0	\$0
30	UW	Minor Works - Preservation "B" (State)	\$17,000,000	\$0	\$0	\$0	\$0	\$0
31	WSU	Minor Works - Preservation "B" (State)	\$17,000,000	\$0	\$0	\$0	\$0	\$0
32	CWU	Minor Works - Preservation "B" (State)	\$2,700,000	\$0	\$0	\$0	\$0	\$0
33	EWU	Minor Works - Preservation "B" (State)	\$0	\$0	\$0	\$0	\$0	\$0
34	WWU	Minor Works - Preservation "B" (State)	\$5,000,000	\$0	\$0	\$0	\$0	\$0
35	TESC	Minor Works - Preservation "B" (State)	\$2,650,000	\$0	\$0	\$0	\$0	\$0
36	UW	Minor Works - Program "B" (State)	\$0	\$0	\$0	\$0	\$0	\$0
37	WSU	Minor Works - Program "B" (State)	\$0	\$0	\$0	\$0	\$0	\$0
38	CWU	Minor Works - Program "B" (State)	\$2,750,000	\$0	\$0	\$0	\$0	\$0
39	EWU	Minor Works - Program "B" (State)	\$0	\$0	\$0	\$0	\$0	\$0
40	WWU	Minor Works - Program "B" (State)	\$3,000,000	\$0	\$0	\$0	\$0	\$0
41	TESC	Minor Works - Program "B" (State)	\$1,100,000	\$0	\$0	\$0	\$0	\$0
42	EWU	Washington Street Boulevard	\$7,000,000	\$0	\$0	\$0	\$0	\$0
43	UW	Classroom Improvements	\$4,000,000	\$0	\$0	\$0	\$0	\$0
44	WSU	Vancouver Student Services Center	\$10,600,000	\$0	\$0	\$10,600,000	\$10,600,000	\$10,600,000
45	WSU	Campus Support Facilities	\$9,200,000	\$0	\$0	\$0	\$0	\$0

**2005 - 2007 Higher Education Capital Budget
Four-Year Institutions**

Priority	Institution	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
46	CWU	Psychology Renovation	\$4,600,000	\$0	\$0	\$0	\$0	\$0
47	WWU	Campus Roadway Development	\$3,240,000	\$0	\$0	\$0	\$0	\$0
48	EWU	Campus Network	\$2,000,000	\$0	\$0	\$0	\$0	\$0
49	WSU	Hospital Renovation	\$9,700,000	\$0	\$0	\$0	\$0	\$0
50	CWU	Michaelson Renovation	\$4,900,000	\$0	\$0	\$0	\$0	\$0
51	EWU	Campus Communication Center	\$2,000,000	\$0	\$0	\$0	\$0	\$0
52	CWU	Campus Chiller Replacement	\$2,000,000	\$0	\$0	\$0	\$0	\$0
53	CWU	Preservation Backlog	\$4,250,000	\$0	\$0	\$0	\$0	\$0
54	UW	New Academic Building	\$8,000,000	\$0	\$0	\$0	\$0	\$0
55	CWU	Renovate Old Hospital	\$3,300,000	\$0	\$0	\$0	\$0	\$0
99	CWU	Maintenance and Repair	NA	NA	\$2,422,000	\$2,422,000	\$2,422,000	\$2,422,000
99	EWU	Maintenance and Repair	NA	NA	\$2,217,000	\$2,217,000	\$2,217,000	\$2,217,000
99	TESC	Maintenance and Repair	NA	NA	\$760,000	\$760,000	\$760,000	\$760,000
99	UW	Maintenance and Repair	NA	NA	\$25,825,000	\$25,825,000	\$25,825,000	\$25,825,000
99	WSU	Maintenance and Repair	NA	NA	\$10,115,000	\$10,115,000	\$10,115,000	\$10,115,000
99	WWU	Maintenance and Repair	NA	NA	\$3,614,000	\$3,614,000	\$3,614,000	\$3,614,000
100	TESC	NSIS	NA	NA	NA	\$500,000	\$0	\$0
101	WSU V	Utility Upgrades	NA	NA	NA	\$5,000,000	\$0	\$0
102	WSU V	Applied Tech. and Classroom Facility	NA	NA	NA	\$3,300,000	\$0	\$150,000
103	WSU V	Undergraduate Classroom Facility	NA	NA	NA	\$3,650,000	\$0	\$3,650,000
104	WSU	Center for Precision Agriculture					\$2,800,000	\$2,800,000
105	EWU	Riverpoint Nursing Facility					\$31,600,000	\$0
106	TESC/WSIPP	Inmate Population Study						\$50,000
107	TESC/WSIPP	Schools for Deaf and Blind Study						\$50,000
108	HECB	Snohomish/Skagit Higher Education Study					\$100,000	\$500,000
Total			\$720,620,000	\$586,695,849	\$471,072,482	\$459,129,000	\$473,475,482	\$460,905,000

**2005 - 2007 Higher Education Capital Budget
Community and Technical Colleges**

Priority	College	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
1	Statewide	Emergency Repairs and Improvements	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000
2	Grays Harbor	Ilwaco Education Center	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
3	Walla Walla	Clarkston Center	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
4	South Seattle	Landscape/Horticulture Building	\$557,000	\$557,000	\$557,000	\$557,000	\$557,000	\$557,000
5	Green River	Skills Support Center	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
6	Highline	Marine Science Pier Building Repair	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
7	Yakima	Center for Workforce Education - Grandview	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
8	Everett	Paine Field Technical Center	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
9	Columbia Basin	Diversity Initiative - Technology Complex	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
10	Seattle Central	Greenhouse/Educational Gardens	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
11	Olympic College	Bremer Student Center	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000
12	Peninsula	Cultural Arts Center	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000	\$250,000
13	Statewide	Roof Repairs	\$8,840,000	\$8,840,000	\$8,840,000	\$8,840,000	\$8,840,000	\$8,840,000
14	Statewide	Facility Repairs	\$22,327,000	\$22,327,000	\$22,327,000	\$22,327,000	\$22,327,000	\$22,327,000
15	Statewide	Site Repairs	\$3,837,000	\$3,837,000	\$3,837,000	\$3,837,000	\$3,837,000	\$3,837,000
16	Yakima	Classroom Building Replacement (C)	\$28,645,152	\$28,645,152	\$28,645,152	\$28,645,152	\$28,645,152	\$28,645,152
17	Peninsula	Science and Technology (C)	\$22,423,200	\$22,423,200	\$22,423,200	\$22,423,200	\$22,423,200	\$22,423,200
18	Skagit Valley	Science Replacement (D)	\$2,693,000	\$2,693,000	\$2,693,000	\$2,693,000	\$2,693,000	\$2,693,000
19	Lower Columbia	Performing Arts Replacement (C)	\$20,333,976	\$20,333,976	\$20,333,976	\$20,333,976	\$20,333,976	\$20,333,976
20	Renton	Replace Portables (D)	\$2,426,235	\$2,426,235	\$2,976,235	\$2,976,235	\$2,976,235	\$2,976,235
21	Centralia	Science Replacement (D)	\$3,247,000	\$3,247,000	\$3,247,000	\$3,247,000	\$3,247,000	\$3,247,000
22	Spokane Falls	Business and Social Science (C)	\$18,512,385	\$18,512,385	\$18,512,385	\$18,512,385	\$18,512,385	\$18,512,385
23	South Seattle	Duwamish Training Center (C)	\$9,272,283	\$9,272,283	\$9,272,283	\$9,272,283	\$9,272,283	\$9,272,283
24	Wenatchee	Allied Health and Classrooms (C)	\$23,042,145	\$23,042,145	\$23,042,145	\$23,042,145	\$23,042,145	\$23,042,145
25	Olympic College	Replace Humanities Building (D)	\$3,499,000	\$3,499,000	\$3,499,000	\$3,499,000	\$3,499,000	\$3,499,000
26	Green River	Humanities and Classroom Building (P)	\$137,000	\$137,000	\$137,000	\$137,000	\$137,000	\$137,000
27	Columbia Basin	Business Classrooms	\$4,037,000	\$4,037,000	\$4,037,000	\$4,037,000	\$0	\$0
28	Clark	Gaiser Hall Renovation	\$8,374,000	\$8,374,000	\$8,374,000	\$8,374,000	\$8,374,000	\$8,374,000
29	Grays Harbor	Vocational Labs	\$5,371,199	\$5,371,199	\$5,371,199	\$5,371,199	\$5,371,199	\$5,371,199

**2005 - 2007 Higher Education Capital Budget
Community and Technical Colleges**

Priority	College	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
30	Seattle Central	Technology Labs/Classrooms	\$8,096,000	\$8,096,000	\$8,096,000	\$8,096,000	\$8,096,000	\$8,096,000
31	Peninsula	Library	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000
32	South Seattle	Vocational Labs	\$1,972,300	\$1,972,300	\$1,972,300	\$1,972,300	\$1,972,300	\$1,972,300
33	Statewide	Minor Improvements - Program Related	\$20,002,598	\$20,002,598	\$20,002,598	\$20,002,598	\$20,002,598	\$20,002,598
34	Bates South	LRC/Vocational	\$15,169,058	\$15,169,058	\$15,169,058	\$15,169,058	\$15,169,058	\$15,169,058
35	Edmonds	Instructional Labs	\$14,490,832	\$14,490,832	\$14,490,832	\$14,490,832	\$14,490,832	\$14,490,832
36	Green River	Replace Science Building	\$27,407,344	\$27,407,344	\$27,407,344	\$27,407,344	\$27,407,344	\$27,407,344
37	Tacoma	Replace Science Building	\$29,517,238	\$29,517,238	\$29,517,238	\$29,517,238	\$29,517,238	\$29,517,238
38	Walla Walla	Laboratory Addition	\$6,569,000	\$6,569,000	\$6,569,000	\$6,569,000	\$6,569,000	\$6,569,000
39	Everett	Replace Glacier/Pilchuck	\$17,633,300	\$17,633,300	\$17,633,300	\$17,633,300	\$17,633,300	\$17,633,300
40	Clark	East County Satellite	\$2,392,000	\$2,392,000	\$2,392,000	\$2,392,000	\$2,392,000	\$2,392,000
41	Bellevue	Science Technology Building	\$7,647,600	\$7,647,600	\$7,647,600	\$7,647,600	\$7,647,600	\$7,647,600
42	Pierce Puyallup	Communication & Allied Health	\$1,946,716	\$1,946,716	\$1,946,716	\$1,946,716	\$1,946,716	\$1,946,716
43	Everett	Undergraduate Education Ctr	\$7,363,700	\$7,363,700	\$7,363,700	\$7,363,700	\$7,363,700	\$7,363,700
44	Cascadia	Center for the Arts, Tech, Comm	\$3,031,000	\$3,031,000	\$3,031,000	\$3,031,000	\$3,031,000	\$3,031,000
45	SPSCC	Science Complex Expansion	\$3,160,500	\$3,160,500	\$3,160,500	\$3,160,500	\$3,160,500	\$3,160,500
46	Pierce Ft. Steilacoom	Science & Technology Building	\$1,986,447	\$1,986,447	\$1,986,447	\$1,986,447	\$1,986,447	\$1,986,447
47	Spokane Falls	General Classrooms/Early Learning	\$82,000	\$82,000	\$82,000	\$82,000	\$82,000	\$82,000
48	Lake Washington	Allied Health	\$87,000	\$87,000	\$197,000	\$87,000	\$197,000	\$197,000
49	SPSCC	Learning Resource Center	\$197,000	\$197,000	\$197,000	\$197,000	\$197,000	\$197,000
50	Clover Park	Allied Health	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000	\$160,000
51	Edmonds	Briar Hall Renovation	\$5,133,020	\$5,133,020	\$5,133,020	\$5,133,020	\$5,133,020	\$5,133,020
52	Lake Washington	Gross Anatomy/Health Science Labs	\$1,758,237	\$1,758,237	\$1,758,237	\$1,758,237	\$1,758,237	\$1,758,237
53	Big Bend	Performing Arts/Fine Arts Addition	\$3,698,000	\$3,698,000	\$3,698,000	\$3,698,000	\$3,698,000	\$3,698,000
54	Clover Park	Building 8 Personal Care Services	\$6,499,000	\$6,499,000	\$6,499,000	\$6,499,000	\$6,499,000	\$6,499,000
55	Wenatchee	Brown Library Renovation	\$2,404,300	\$2,404,300	\$2,404,300	\$2,404,300	\$2,404,300	\$2,404,300
56	Shoreline	Annex Remodel (2900) Cosmetology	\$2,739,000	\$2,739,000	\$2,739,000	\$2,739,000	\$2,739,000	\$2,739,000
57	Yakima	Library Renovation	\$4,168,350	\$4,168,350	\$4,168,350	\$4,168,350	\$4,168,350	\$4,168,350
58	Green River	Physical Education Renovation	\$477,000	\$477,000	\$477,000	\$477,000	\$477,000	\$477,000

**2005 - 2007 Higher Education Capital Budget
Community and Technical Colleges**

Priority	College	Description	Request	HECB	Governor Gregoire	Senate	House	Adopted and Signed
59	Pierce Ft Steilacoom	Cascade Core	\$1,350,622	\$1,350,622	\$1,350,622	\$3,350,622	\$3,350,622	\$3,350,622
60	Highline	West Primary Power Feed Branch	\$1,717,000	\$1,717,000	\$1,717,000	\$1,717,000	\$1,717,000	\$0
61	Skagit Valley	Campus Fire Loop	\$1,634,000	\$1,634,000	\$1,634,000	\$1,634,000	\$1,634,000	\$0
62	Green River	Replace Campus Water System	\$1,951,000	\$1,951,000	\$1,951,000	\$1,951,000	\$1,951,000	\$0
63	Seattle Central	Bulkhead, Pier and Harbor Dredging	\$1,856,000	\$1,856,000	\$1,856,000	\$1,856,000	\$1,856,000	\$0
64	Statewide	Essential Roof Repairs	\$4,613,000	\$4,613,000	\$0	\$0	\$0	\$0
65	Statewide	Essential Facility Repairs	\$24,264,000	\$7,173,506	\$0	\$0	\$0	\$0
66	Statewide	Essential Site Repairs	\$2,060,000	\$0	\$0	\$0	\$0	\$0
67	Cascadia	South Access Road	\$11,800,506	\$11,800,506	\$0	\$0	\$7,800,000	\$0
99	Columbia Basin	Health Sciences	NA	NA	\$0	\$4,000,000	\$4,000,000	\$6,000,000
99	North Seattle	Wellness Center Repairs	NA	NA	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
100	Bellevue	Flood Damage	NA	NA	\$700,000	\$700,000	\$700,000	\$700,000
101	Statewide	Maintenance and Repairs	NA	NA	\$22,802,000	\$22,802,000	\$22,802,000	\$22,802,000
102	Big Bend	Fleet Replacement	NA	NA	\$0	\$1,000,000	\$0	\$500,000
103	Clark College	O'Connell Sports Center Improvements	NA	NA	\$650,000	\$650,000	\$650,000	\$650,000
104	Edmonds	Performing Arts	NA	NA	\$0	\$1,000,000	\$1,000,000	\$1,000,000
105	Shoreline	Automotive Building	NA	NA	\$0	\$1,000,000	\$0	\$1,000,000
106	SPSCC	Satellite Campus Acquisition	NA	NA	\$0	\$5,200,000	\$0	\$4,700,000
107	North Seattle	Employment Resource Center					\$520,000	\$520,000
108	Walla Walla	Center for Water & Enviromental Studies					\$2,000,000	\$2,000,000
Total			\$469,359,243	\$450,208,749	\$454,433,737	\$468,523,737	\$467,716,737	\$460,958,737